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ABSTRACT

Because of geographical isolation, a number of Queensland children cannot attend regular primary schools, and their education must be based at home. In 1979, 1,528 children were enrolled in the Primary Correspondence School. Children in the program receive lesson papers, textbooks and audio-visual items in the major subject areas of language arts, mathematics and social studies. Some art and science instruction is also conducted. Exercises undertaken by the child are mailed to the school where they are graded and returned within two days. Comments on audio tapes guide both the pupil and home supervisor and promote interaction between pupils and teachers. A little over half of the children in the program are also enrolled in the Schools of the Air and so receive instruction by means of two-way radio broadcasts. Forty classes are offered with time for each class limited to approximately 30 minutes per day. Other educational services in the program include itinerant teacher home visits, four or five day mini-schools, a mobile classroom, and summer camp programs. In addition to describing the enrollment, services and curriculum of both the Primary Correspondence School and the Schools of the Air, this report discusses other agencies involved, implications of the school, and issues for further investigation. Appended are lists of the materials provided to the students, daily study timetables, and sample lesson papers. (DS)

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EVALUATION OF EDUCATIONAL PROVISIONS FOR ISOLATED CHILDREN ENROLLED WITH THE PRIMARY CORRESPONDENCE SCHOOL IN QUEENSLAND

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July 1979

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Data from a pilot study, which was commenced late in 1976, provided information on a number of issues raised. This data was included in an unpublished report, the findings of which were submitted to the Departmental Committee on Correspondence Education. The work of Mr Malcolm Sadler who produced this report is gratefully acknowledged. Valuable support was also received from a number of people in isolated areas. The assistance, readily provided, particularly by parents and others involved in the pilot study, was considerable.

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INTRODUCTION

The education of most Queensland children of primary school age is facilitated by attendance at regular primary schools. While home factors are important, the school's role in providing learning experiences under the guidance of professional teachers is quite significant. For a minority of children, attendance at regular schools is not possible. This is largely a function of isolation associated with geographical remoteness. For these children, home factors necessarily play a greater role. A number of agencies provide educational support to the home-based education of children. Support is available through the provisions of:

- the Primary Correspondence School;
- some Priority Country Area Program projects; and
- the Isolated Childrens Special Education Unit.

This report examines aspects of the provisions for the education of isolated children of primary school age from a number of perspectives. The purpose of the examination is to identify the provisions available and their likely impact on the children concerned. To do this, the range and scope of services provided must be identified, and account must be taken of the learning context in which they are received. Information on the actual impact of the educational provisions for the children concerned is more difficult to obtain. This is largely because of problems encountered in examining the educational processes employed in home settings which are widely scattered.

Some information concerning impact can be gained by examining the provisions in terms of the kinds of learning processes and activities they are likely to promote, and assessing these processes and activities in the context of known educational principles. It is not possible to gain clear insights into the outcomes which accrue without actually studying children in their learning environments, and observing how the provisions are translated into an educational program. It is extremely difficult, therefore, to assess fully the effectiveness of the support provided. Some indications of effectiveness, however, can be gained from parents' opinions, and from the opinions of personnel involved in providing the support.

From the above, some notion of the complexity of a task of evaluating the educational provisions of isolated children can be appreciated. To clarify the issues on which an evaluation might focus, and to gain some appreciation of the context in which provisions are received, firsthand observation and discussion with both the client group and personnel involved in providing the services was an essential preliminary step. This was seen to be desirable in order to ensure a greater appreciation of the broad range of issues involved. It was clear that using questionnaires as a means of data collection would be inappropriate for this purpose. It was also clear that in-depth observation, discussion and analysis involving a representative sample of all concerned would be extremely difficult, given the scattered population of the client group.

Because of the difficulties involved, a preliminary investigation in the form of a pilot study was undertaken to assist with the development of a framework within which details of an evaluation study could be conceptualised. The pilot study[1] involved visits to 18 families throughout Queensland. These visits were of one to two days duration. The pilot study also involved attendance at two conferences of the Isolated Childrens Parents Association, two home supervisors seminars plus three one-hour talks over each of the three Schools of the Air networks. In addition visits were made to the Primary Correspondence School. The most detailed information obtained related to the visits to the 18 families and from personnel at the Primary Correspondence School and Schools of the Air. Although many parents were contacted at the seminars and conferences and through talks on-air, the amount of contact with each person was, of necessity, much less intensive. Given the fact that there are some 1000 families involved with Primary Correspondence School education, the information obtained cannot be regarded as representative of the depth to which issues could be explored and was not sufficient to give complete information on many aspects. Even so, the pilot study was useful. It was the first of its kind and a necessary prerequisite for initiating a more comprehensive study. As a result of extensive travel and discussions held, a useful guide to issues worthy of further investigation was highlighted.

The main focus of the pilot study was on the recipients. It was evident from this study that views of recipients provided some perspective of the educational provisions for isolated children. It is only with further data on the provisions themselves that the crucial issues for evaluation can be clearly identified.

This report draws on data from the pilot study, but focuses mainly on the provisions and services of the agencies concerned. Observation and interview techniques, and analyses of materials, were employed to gain information on these provisions and services. Detailed reference was made to records and other documentary material. Reports relating to the Priority Country Area Program were examined and discussions with the Evaluation Co-ordinator and other personnel were undertaken. Lesson papers and other resources of the Primary Correspondence School were examined from the perspective of the underlying educational principles on which they were based. Lessons of the Charleville School of the Air were observed and analyses of tape recordings of many of these were conducted.

As will be appreciated, the pilot study data, together with descriptive data concerning the services of the various agencies, will in some instances allow judgments to be made. In this context this report is both descriptive and evaluative. Some tentative conclusions concerning the implications of provisions for recipients can be identified, together with issues on which further information ought to be sought before valid conclusions can be drawn. Because the Primary Correspondence School is the main agency which provides for home-based education of isolated children of primary school age, the focus of the next section is on this institution.

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[1] M. B. Sadler, Background Report Detailing Methods and Processes of Learning and Teaching together with the Perceived Needs of Isolated Children Enrolled with the Primary Correspondence School and Schools of the Air, 2nd draft, unpublished report, Research Branch, Department of Education, Queensland, November 1978

I

THE PRIMARY CORRESPONDENCE SCHOOL

In order to gain an appreciation of the likely impact of the provisions and services of the Primary Correspondence School, the characteristics of those served by the School are of importance. Essentially the School provisions are directed at the pupils. However, features of the home setting clearly influence both the ways these provisions are utilised and their impact. Many provisions require the support and supervision of an adult in the home to assist the child. These adults are frequently parents, but others such as governesses and tutors are involved. In the context of the School, persons providing adult support and supervision are termed *home supervisors*. In the next section, some relevant information concerning the pupils and their home backgrounds is presented.

Pupil Characteristics and Home Background Factors

In Term 1 1979, 1528 children were enrolled with the Primary Correspondence School which is located in Brisbane. This constitutes less than one per cent of the total group of children of primary school age in Queensland.

Geographical isolation within the State of Queensland is the main reason for undertaking correspondence education for most children enrolled in the School. In this context, geographical isolation involves for children from five to 10 years, residence more than 3.2 kilometres from the nearest primary school or more than 1.6 kilometres from the nearest school bus route. For children over 10 years, the criteria are residence more than 4.8 kilometres from the nearest primary school or more than 3.2 kilometres from the nearest school bus route. These are minimal criteria. A considerable number of children live many kilometres from regular primary schools in areas where transport and communication are fraught with difficulties.

Children may also be enrolled because of illness or medical disability of more than two months' duration. Absence overseas and membership of itinerant families are also acceptable criteria for enrolment. Some children with special reasons for enrolment are also accepted.

A breakdown of the total enrolment of the Primary Correspondence School in terms of the above categories is shown in Table 1.

TABLE 1: CATEGORIES OF ENROLMENT FOR PRIMARY CORRESPONDENCE SCHOOL PUPILS

	Reason for Enrolment					
	Distance from School/Bus Route	Resident Overseas	Travelling Family	Coastal Resort/ Lighthouse	Medical and Special Reasons	TOTAL
Number of Children	1199 78.5%	133 8.7%	140 9.2%	20 1.3%	36 2.3%	1528

From Table 1, it can be seen that for 78.5 per cent of the children, remoteness within the State is the main reason for enrolment. Some 10 per cent of children live overseas, on coastal resorts, or lighthouses. Travelling families account for 9.2 per cent. Relatively few children are enrolled on the grounds of medical problems or other circumstances which may warrant special consideration.

An analysis of Postcode divisional data was used to provide some indication of the regional distribution of the 91.3 per cent of pupils who reside in Queensland. The regional distribution data are shown in Map 1. It shows that fewer than four per cent of the children live in the Brisbane and near Brisbane metropolitan areas, and less than 15 per cent reside in the south east corner of the State. In excess of 85 per cent of the children live in remote areas, many of which are quite sparsely settled. As can be expected, the majority of children belong to families engaged in rural occupations. It is of interest that, given this, the pilot study illustrated that wide variations exist in the actual occupational categories of the parents. Map 1 also indicates that most pupils are so distant from the school that direct contact involving face-to-face communication with teachers is, at best, extremely difficult.

The issue of pupil contact with other children is important. A number of valuable learning experiences can be derived from discussions and other group-related activities. Group activities help to engender feelings of belonging, healthy competition and motivation to achieve. One way of measuring the extent to which pupils have contact with others is to examine the sizes of family groups enrolled in the School. The family enrolment data, which exclude pre-school children and those who have completed primary school, are shown in Table 2.

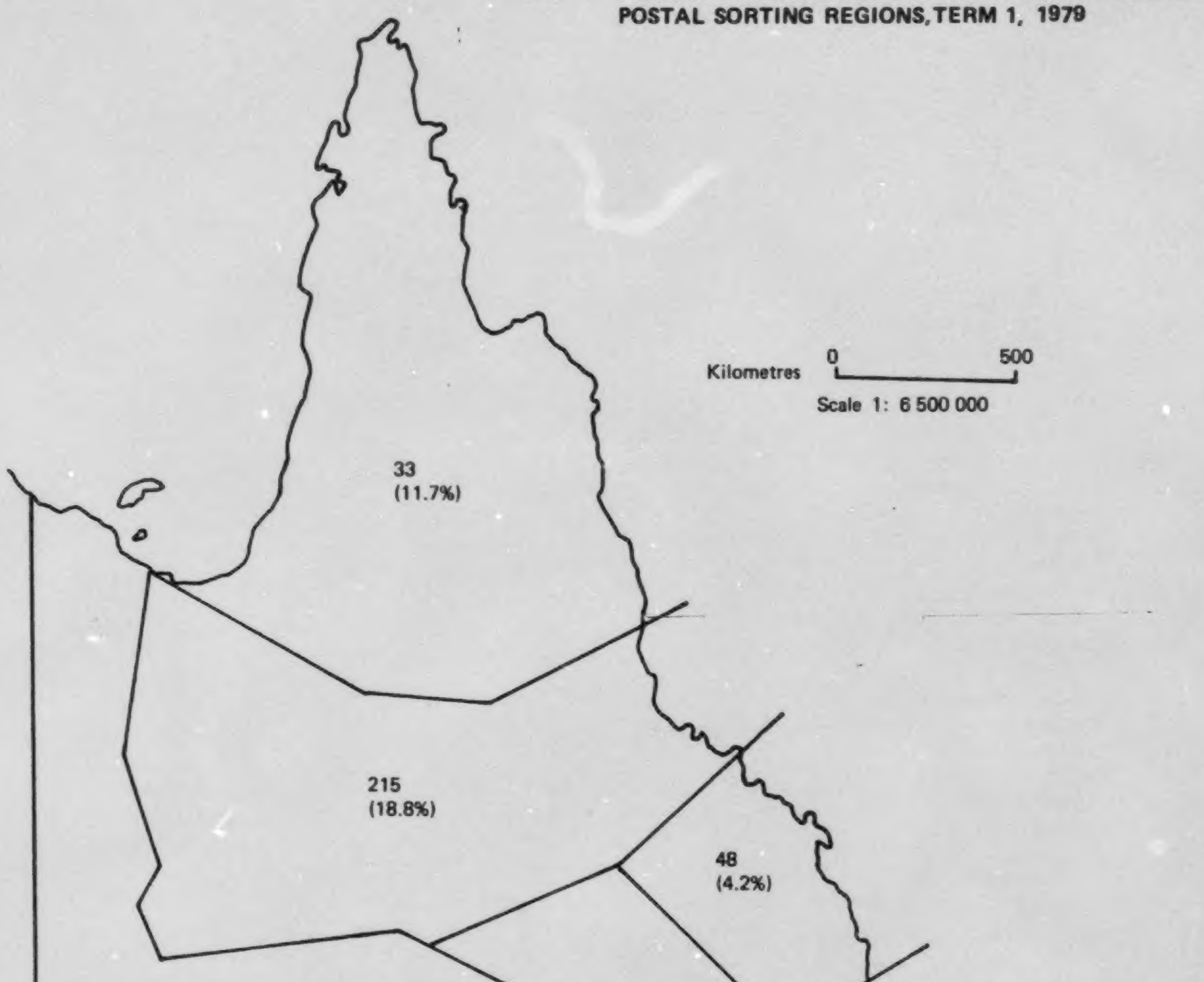
TABLE 2: FAMILY ENROLMENT INFORMATION

	Size of Family Group			
	1 Child	2 Children	3–5 Children	more than 5 children
Number of Families	659	298	92	0
Percentage of Total Enrolment	62.8	28.4	8.8	0

From Table 2, it can be seen that nearly 63 per cent of the families involved in correspondence education have only one child enrolled at the School. Of the remaining 37 per cent, the majority have only two children enrolled with the School. Only relatively few children are in families with more than two children enrolled. The opportunity for peer interaction is clearly restricted where there is only one child, and for others where more opportunity might exist, the relative ages of the children are important.

As far as the Primary Correspondence School is concerned, the pupils for which it caters are, in many instances, deprived of social contact with children of their own age group, and lack many opportunities for extensive contact with the broader social and cultural aspects of society at large. In addition to the above, little, if any, face-to-face communication with the teachers at the School is possible. All have significant implications for the way the School caters for its pupils.

MAP 1 PRIMARY CORRESPONDENCE SCHOOL ENROLMENT BY POSTAL SORTING REGIONS, TERM 1, 1979


Kilometres
0
500
Scale 1: 6 500 000
33
(11.7%)
215
(18.8%)
48
(4.2%)
195
(17.1%)
63
(5.5%)
382
(33.5%)
61
(5.3%)
29
(2.5%)
9
(0.8%)
7 (0.6%)

Source: Adapted from Australia Post-Queensland Postcode Divisions

Provisions and Services for Pupils

Remoteness of children from the School imposes a constraint on the delivery of the various provisions and services. Practically all communication involves the postal services. The provisions are lesson papers. textbooks, audio tapes, and other resources. Written communication between teachers and the pupils and home supervisors is also undertaken.

All the offerings of the School are directed at facilitating the home-based learning of the children. The School is confronted with the task of developing a curriculum which is able to be implemented in a context in which the home and School are intimately involved. The curriculum for the primary correspondence child, like that for all children, involves a selection of offerings in which purposeful learning activities facilitate the acquisition of knowledge, skills and attitudes accepted as appropriate for the attainment of the broad aims of education. In the correspondence setting, it is clear that the range of offerings is constrained by the limitations of the communication media. In essence, these offerings are pupil learning activities outlined in correspondence lesson papers which draw on a range of other resources provided by the School.

Lesson papers are designed to reflect the curriculum offerings of pupils in regular primary schools. For all primary schools, curriculum guides or syllabuses for the various subject areas provide guidelines to the aims, objectives, content, processes and learning experiences deemed appropriate for children at various levels or stages of development. The Primary Correspondence School is involved in a curriculum interpretation process, and the translation of the curriculum guides into units of work in which learning activities are specified. These activities, designed to promote effective learning, are incorporated in the lesson papers which are distributed to the children throughout the year.

Lesson Papers

An examination of a large sample of papers across the various Year levels for three major subject areas revealed that most activities aim at the development and application of knowledge, attitudes and abilities, and the testing of some of these in the home setting. The other activities involve submission of completed work to the child's teacher at the Correspondence School. In the main, these activities require written answers which provide a sufficient indication to the teacher of the level of mastery of the learning tasks.

Subjects Offered

The main subjects covered by the lesson papers are language arts, mathematics, and social studies. In these subjects the curriculum for each Year level has been divided into 36 sequential lesson papers with a final test paper for pupils in Years 3 to 7. Correspondence pupils are also provided with instruction in science and art. Art activities for the lower school pupils are included in the language arts lesson papers. For pupils in Years 3 to 7, one art paper per term, each containing 12 lessons, is available but not compulsory. A similar situation exists for science; a maximum of 10 papers per Year level is available, each of which is organised on a thematic basis.

The subject areas of music, physical education and religious education, available as separate subjects to children in regular schools, are not covered by discrete sets of lesson papers for children enrolled in the Primary Correspondence School. Some treatment of these subjects is incorporated variously in the lesson papers provided. It should be noted that for the Primary Correspondence School pupil, structured extra-curricular activities and the general peer-group interaction common to regular schools is not able to be provided within Correspondence School programs.

Teacher Support

Most lesson papers contain exercises to be undertaken by the child and returned to the School as an indication of the extent to which effective learning of major components of the papers has accrued. The major tasks for the majority of the teaching staff of the School are the marking of these completed papers and providing appropriate feedback to pupils and home supervisors on the quality of the work submitted. Thus, the School attempts to ensure that its pupils are progressing at rates commensurate with their abilities, that interest and motivation are sustained, and that the effects of isolation on pupil learning are minimised.

Feedback to pupils is of two types: marking and commenting on written work submitted; and comments given on audio tapes to guide the pupil and home supervisor in areas of difficulty. In attempting to ensure that their comments are both motivational and meaningful to the child, teaching staff of the School use a variety of techniques in the marking process. They use different colours to write comments, and frequently include comments within coloured shapes and drawings. Ink stamps and adhesive pictures are used to denote special areas of excellence or need for more work. They may also write letters to children or home supervisors whenever particular requests are made for guidance; however, such requests are now answered on audio tape in an attempt to provide some opportunity for verbal interaction between pupil and teacher.

Once work is marked, it is returned to pupils. The most notable characteristic of this manner of assessing student work is the absence of immediate teacher response. Whereas in the classroom of regular schools the child can receive feedback from a teacher immediately following a task, for the correspondence pupil feedback is, of necessity, delayed.

The School teaching staff are very cognisant of the importance of providing feedback to the pupil and home supervisor as quickly as possible. Pupils' work sheets and exercise books returned to the School are invariably marked within two days of receipt. An examination of School mail books has indicated that papers rarely remain within the School beyond this period. In fact, all efforts are made to correct the paper on the day of arrival.

The main difficulty, over which neither pupils nor teachers have control, is the delay involved while papers are in the post. This results in delayed feedback to pupils, and where remedial work is set by the teacher, such delays exacerbate the problem of providing effective remediation of learning difficulties.

It is evident that the quantity and quality of feedback to pupils and home supervisors might well be influenced by teachers' work-loads. An examination of teacher work-loads over a full year from Term 2, 1978 to Term 1, 1979, indicated that the average marking load ranges from approximately 13 to 19 sets of papers per week, with an overall average of 16.4 sets. An examination of individual teacher's weekly work returns indicated that for the majority of teachers the marking work-load ranged from 14 to 18 sets of papers per week, with very few teachers with work-loads outside this range. The work returns indicated some week-to-week variations, but on the whole these were slight.

School personnel indicated that on average, time taken for effective marking was approximately one-and-a-half hours per set of papers. Thus for the majority of teachers, whose weekly work-load was from 14 to 18 sets of papers, time spent on marking alone would range from 21 to 27 hours. Excluding any work undertaken outside school hours, the amount of time available for additional assistance, other than that given in marking, would range from three to nine hours per week. This would vary, either where marking loads are outside the range of 14 to 18 sets per week, or where fluctuations from week to week occur.

In providing additional assistance, teachers also produce tapes for individual children and accept responsibility for the distribution, in advance, of further lesson material to the children. Letters are also written to pupils and home supervisors in response to requests, or to give further assistance with work being undertaken.

Given the marking work-load data, and excluding any work undertaken outside normal school hours, it can be seen that on the whole it is possible to effectively mark papers within each particular week and to provide additional assistance, where applicable.

The foregoing information supports the view that relatively prompt turn-around of marked papers is possible. The time expiring between when pupils dispatch the completed paper activities to the School and when the evaluated paper is received at the home varies considerably. This is not, however, necessarily due to teacher work-loads. Nor are the work-loads such that it is impossible to expect effective feedback and necessary additional support. The delays experienced by pupils in gaining evaluative information and support seem to be dependent upon the means of postal communication rather than delays within the School due to staff work-loads.

Resource Provisions

A range of materials is provided by the Primary Correspondence School. These comprise: comprehensive lesson papers which give guidance for pupil learning activities; resource materials to be used in conjunction with the activities and to provide enrichment; and additional materials in the form of school magazines and general interest audio tapes.

Resources in the form of print and non-print materials play an important part in the education of pupils. The availability of appropriate learning resources in sufficient quantities is a prime consideration for correspondence pupils. To help meet this demand, the Primary Correspondence School provides essential resources to children.

From an examination of lesson papers it was found that most required the use of some resource material for the completion of activities. Essential resources required for this purpose are automatically provided with the relevant lesson papers. The types of resource materials include textbooks, reference materials (maps, atlas, etc.), readers, mathematical aids (Cuisenaire rods) and other relevant material. The School attempts to provide all the essential materials a child requires for the completion of set tasks. These materials are provided on loan, free of charge, and are returned by the child at the end of each school year. Overseas students receive fewer materials than those listed: they are provided only with a minimum number of required textbooks; and materials such as tape recorders and ancillary reference texts are not provided.

A catalogue of material and equipment provided on loan to pupils is outlined in Appendix 1. The resources included in this catalogue are similar to those found in regular primary schools. The range of materials provided is comprehensive.

Subject area audio tapes are also provided. These tapes are not as strictly related to the syllabus as are lesson papers. They are more closely related to the broad content application of syllabus aims, and provide a less structured resource to the children than do the instructional papers.

The numbers of tapes available for the various Year levels in language arts and social studies are shown in Table 3.

TABLE 3: SUBJECT TAPES PROVIDED IN LANGUAGE ARTS AND SOCIAL STUDIES

YEAR	1	2	3	4	5	6	7	TOTAL
Language arts tapes	17	18	2	0	2	2	2	43
Social studies tapes	0	0	6	6	5	5	4	26
TOTAL	17	18	8	6	7	7	6	69

It can be seen from Table 3 that tape provisions for language arts are considerably greater for Years 1 and 2 than for any other Years. Subject tape provisions for social studies are more substantial for Years 3 to 7 than for Years 1 and 2. Tapes for science are being developed.

The School library also provides resources. The collection contains fiction and non-fiction material, audio-visual resources and some kit materials.

The library lending policy is very flexible. Normally two books and an audio-visual item may be borrowed for up to one month. However, the library readily makes more items, either print or non-print, available to students for periods exceeding one month. Extension of the borrowing period is determined by main frequency to the pupil's residence. Some students consistently use and regularly return a large number of resources and hence are able to make greater use of the service than others.

Children renew library membership each year. At the beginning of first term, the child is sent enrolment material and resource lists. These lists outline subject areas for non-fiction titles, and a catalogue of non-print material. No list of fiction titles is provided. When the child borrows from the library, interest areas are nominated in order of priority. Two books, one fiction and one non-fiction, are provided from the first area nominated and sent. If not titles are available in that area, books from other areas are substituted. On occasion, pupil requests for more than two books are met.

Enrolment in the library is not compulsory, but the majority of pupils are active members. A survey of membership has revealed that 1152 pupils were library members at the end of Term 1, 1979. Allowing for travelling and overseas pupils who are not extended library privileges, 96.1 per cent of eligible pupils are library members. Use of the library by home supervisors is, however, considerably lower: approximately 20 home supervisors regularly use library services.

Advantage Taken of the Provisions and Services

One index of the advantage taken of the provisions and services available to pupils is the return rate of completed sets of papers. Table 4 shows the percentage of sets of papers returned by pupils in each Year level over a 12-month period from Term 2, 1978 to Term 1, 1979.

TABLE 4: PUPIL RETURN-RATE OF PAPERS – TERMS 2 AND 3, 1978 AND TERM 1, 1979

YEAR	1	2	3	4	5	6	7	Average
Term 2, 1978	72	78	84	77	87	76	73	78
Term 3, 1978	72	72	78	74	82	72	72	75
Term 1, 1979	64	68	66	66	68	69	64	66
Average	69	73	76	72	79	72	70	73

* Expressed as a percentage of total papers sent to pupils.

From Table 4 it can be seen that the return rate ranges from 64 per cent to 87 per cent, with an annual average return rate of 73 per cent across all Year levels.

The implication is that within Year levels across terms, some 27 per cent of sets of papers are not returned to the School for evaluation and assessment.

Pupil Work-loads and Home Supervisor Support

The work-loads of Primary Correspondence School pupils depend upon the amount of learning required by the lesson papers. Lesson papers are so structured that each contains activities which, in both number and scope can be undertaken effectively within time demands which are reasonable for primary school aged children. Excluding variations among pupils in their ability to profit from educational experiences offered, the amount of learning which accrues is a function of the quality of lesson activities, the time required, school support and support from the home supervisor. Pupil work-loads and home supervisor support are important.

Pupil Work-loads

Some indication of the quantity of learning provided by the lesson papers is gained from an analysis of the suggested general timetables, and from suggested times for various activities within lesson papers themselves. These reflect the expectations of the School in terms of the number of hours pupils should devote to formal educational activities, although variations exist in the amount of work required by the individual lesson papers.

Table 5 shows the School's weekly time expectations for each subject area.

TABLE 5: SUGGESTED TIMETABLE ALLOCATIONS TO SUBJECTS

SUBJECT	Years 1–2	Years 3–4	Years 5–7
	Hours allocated per week		
Language Arts	10	11	10.25
Mathematics	5	6.25	7.5
Social Studies		2.5	2.5
Music**	5	1	1
Art**		2	1
Science		1	1
Time allocated* to complete returnable work	0	0	1
TOTAL	20	23.75	23.75

* This time allocation is allowed for within total time allocated for Years 1–4

** Integrated within Language Arts in Years 1 and 2.

Table 5 reveals that the total number of hours for each subject area approximates, both in total duration and relative emphasis, that required of children in regular schools. It is noteworthy that time is allocated to the non-compulsory subject areas of art and science, although all pupils may not use this time for completing lesson papers in these areas. For those not undertaking work in the non-compulsory subjects this time may be used for other areas. Account is taken of Schools of the Air lessons and ABC broadcasts. It is suggested that where applicable these be incorporated within the general timetable. Appendix 2 gives examples of suggested general timetables.

This review of the time expectations of the School gives an overall picture of the pupil work-load. Clearly, pupils will differ in the amount of time they need to complete lesson papers due to such factors as variations in ability and support available. Other factors may often prevent strict adherence to the timetable, either on a daily basis or over greater periods of time. The main point is, however, that from the perspective of the Primary Correspondence School, the provisions made for children attempt to improve work-load demands similar to those of pupils in regular schools.

Home Supervisor Support

Substantial reliance is placed on the home supervisor to provide appropriate guidance and assistance so that pupil learning is maximised. One responsibility of the home supervisor is to ensure that the child's time is profitably spent. The suggested timetable provided by the School indicates the importance of a subject area relative to the others, and it is the responsibility of the home supervisor to maintain these relative emphases in accordance with the child's ability.

The child is also required to submit work to the Correspondence School teacher for evaluation and comment. The home supervisor can assist the School by ensuring that pupils return work on a regular basis, and that the quality of the work is commensurate with the ability of the pupil.

Not all of the pupil's efforts are returned to the Primary Correspondence School for evaluation. The home supervisor is expected to correct some of the work completed by the pupil and, in some cases, to confer with the School regarding the standard of achievement.

In ensuring that pupils undertake learning activities in such a way that maximum benefits accrue, home supervisors, unless they have had teaching experience, may well be confronted with a number of problems. The first is ensuring that activities are done in such a way that appropriate educational outcomes occur. The second is gauging the extent to which the pupil's work is of a standard acceptable for his age and ability. Finally, the educational level of the home supervisor would clearly affect the quality of the support provided.

Clearly, as the home supervisor is responsible for both teaching and supervising pupils, much effort is required. When the home supervisor is also the parent of the child, the two roles may not be compatible. The role of the home supervisor as 'teacher' versus parent may result in family tensions. Other home supervisor demands may interfere with effective supervision.

Relationship between Lesson Papers and Curriculum Guides

To examine the quality of learning promoted by the School, it is useful to compare the lesson papers to the primary school curriculum guides. To a large extent these guides determine the subject offerings of teachers in regular schools.

In general, curriculum guides provide teachers with suggestions relating to aims and objectives, content areas, teaching strategies and pupil evaluation.

A review of lesson papers in major subject areas was undertaken. Differences in subject areas exist with respect to aims, content, and expected outcomes. The methods by which learning is promoted in these areas contain many common elements. However, because of the differences alluded to above, there are, within particular subject areas, some distinctive features which influence method of treatment. A sample of lesson papers is contained in Appendix 3.

In establishing the relationship between curriculum guides and lesson papers, a description of each subject has been included. The analyses of each of the three major subject areas have been approached from different perspectives to provide broader insights into the overall features of the lesson papers. Language arts papers were examined with a view to demonstrating the relative emphases of the syllabus components and the developmental stages through which a child's learning experiences should progress. The review of the lesson papers in mathematics focused on how pupils' understandings of specific topic areas are enhanced. Finally, the analysis of the social studies papers was undertaken to examine how concepts and generalisations are developed for a whole syllabus unit.

In the review of these lesson papers, greatest emphasis was placed on investigating the nature and purpose of the activities to be undertaken by the child. Within this rationale, limitations are necessarily imposed. Different methodological approaches could be employed to evaluate other characteristics of the lesson papers.

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Language Arts

Lesson papers in language arts, developed by the Primary Correspondence School, generally reflect the content of the Departmental *Language Arts Curriculum Guide for Primary Schools* which was gradually implemented from 1975. This language arts program, which differs substantially from the previous syllabus, accepts the principle that the growth of a child's langauge abilities is developmental and based on guided experience in language usage. The core of the language arts program comprises three interdependent components: language experience; self-expression; and social communication. The effectiveness of these, for the child, is based on the acquisition of skills of language reception and expression. To achieve these skills in communication, four broad areas – listening/observing, speaking, reading and writing – are seen to provide organising centres for the curriculum guide.

These principles and foci are reflected within the general aims of the program:

- to provide a classroom environment which encourages the natural enthusiasm, vitality, spontaneity and originality of each child;
- to enrich the child's language experience which forms the basis of his speaking and writing;
- to develop the child's ability to express his individual ideas, thoughts and feelings through language;
- to develop the child's ability to communicate effectively through language within social situations; and
- to develop and refine in each child those skills which promote improvement in the use of language.

Taking into account the developmental and experiential nature of language learning, the general aim and four foci of the curriculum, the curriculum guide in language arts designates 14 major areas of language development:

- *readiness*
- *listening/observing*
- *creative speaking*
- *communicative speaking*
- *speech technique*
- *creative writing*
- *communicative writing*
- *spelling*
- *handwriting*
- *punctuation*
- *reading*
- *extension of reading skills*
- *application of reading skills*
- *literature*

To demonstrate the emphases the correspondence lesson papers placed on the various syllabus components, and to trace the developmental stages of the learning experiences, papers for Years 1 and 2, Year 3 and Year 6 were reviewed. Such criteria as the frequency of activities, and the time to be spent on activities, were employed to discern emphases.

(i) Years 1 and 2

In Years 1 and 2, readiness strategies account for many of the activities undertaken by the child. These strategies are prerequisites to the more formal tasks required of the child. Readiness activities are aimed at providing an experiential background to handwriting, reading, speaking, and listening/observing. Some are designed for the development of general gross body movement, awareness and self-image, whereas others assist with the development of fine motor and co-ordination skills such as hand-eye co-ordination. As the child progresses through these Years the application of skills developed assumes greater importance. Whereas by the end of Term 1 of Year 1, the child is involved in such activities as reading short sentences, discussions of picture stories, listening to poems and learning nursery rhymes by rote, by the end of Year 2, these activities increasingly change from a developmental activity to an application of skills. This application involves such activities as reading stories appropriate to his ability, drawing more complex pictures with recognisable features and printing simple nursery rhymes in a ruled pad, among other activities.

In the first Year the child is only beginning to develop the reading skills essential to the utilisation of the lesson papers. It is necessary in this first Year for the home supervisor to direct the child's learning activities and to use the lesson papers both as a teaching guide and as lesson resource material.

During this first Year, papers are set out in the following order:

- a list of directions for the home supervisor to prepare materials for each day of the school week;
- hints to home supervisors on conducting special daily activities with the child during the week; and
- daily work plans detailing content, methods and evaluation of the child's work.

The final section of each paper is a series of enrichment activities.

A handbook is also provided to home supervisors to give a broad overview of the Year's work. It includes notes on aims of the Year's work, content and teaching strategies, together with hints on preparation of materials and the organisation of daily and weekly activities. Broad expectations of the child's progress over the year and notes on the development of learning abilities are also provided.

After any preparation of materials required for the day's work, it is expected that the home supervisor will undertake the regular daily activities recommended for a particular week. This may involve simply engaging the child in conversation for a certain period, reading poems or stories, or discussing a picture. These initial activities are informal preparation for the day's work as well as being valuable educational activities in themselves. More formally structured work then follows. The analysis of papers showed that the most common formal activities, in order of frequency, are:

- readiness experiences in handwriting, e.g. forming spirals, circular patterns and lines, and ball catching and hand-eye co-ordination exercises;
- listening/observing development strategies, e.g. identifying and making sounds, identifying shapes and pictures;
- word recognition and the development of a basic reading vocabulary, e.g. recognition of words, stringing words in short sentences;
- the application of reading/listening/observing skills in recognising letter shapes and sounds;
- oral reading of short sentences of less than eight words of the basic vocabulary;
- handwriting practice, e.g. printing upper and lower case;
- creative speaking through the development of short stories from clues and pictures, and concluding sentences; and
- techniques for clear speech – differentiating between similar sounds and breathing exercises.

Activities involving reading comprehension, enjoyment of literature and communicative speaking are also included.

Art and music activities are integrated within this program. These components are used to emphasise the essential nature of sound, shape, form and colour and to provide the child with as varied a learning environment as possible. Some readiness components from the physical education curriculum are also included where appropriate.

Over the course of this Year the child's activities in the areas of reading and writing increase in volume and difficulty. By the end of Year 1, paper activities require that the child can read and understand the texts in the introductory reading series and supplementary readers, and can write short sentences. Speaking and listening/observing activities also become more complex.

To give the Correspondence teacher an appreciation of the learning undertaken, some work is submitted by the child each week. In the main, however, this appreciation is gained from home supervisor descriptions of the child's performance in various prescribed activities. Use is often made of tape recordings of the child's reading and other oral language activities. Upon receipt of the work, the Primary Correspondence teacher makes comments and suggestions, and returns the material to the home supervisor.

Lesson Papers for Year 2 pupils are similar to those for Year 1 but reflect both an increasing emphasis on the application of skills, and an increase in the complexity of learning activities. Both of these features are a result of expected pupil development over time due to previous learning and maturation. With these differences in mind, the description of Year 1 papers provides a sufficient indication of the kinds of learning catered for in lesson papers for pupils in the lower primary school.

(ii) Year 3
An analysis of Year 3 papers in language arts reflected some changes. Year 3 is the transitional year between the infant school and middle primary school. The content, methodology and design of the learning experiences provided by the Primary Correspondence School should take account of previous experiences in the development of children.

From the analysis of the lesson papers, it was found that papers are directed to both the pupil and the home supervisor. Independent activities are provided for the child; but activities in which the home supervisor plays a controlling part still predominate. This structure is reflected in the paper format, with home supervisor directions and information being of a different print from that intended for the child. Instructions for the week's activities, preparations required, and a suggested timetable, are outlined for the home supervisor at the beginning of papers. Suggestions are also made on the amount of time to be spent upon each activity in the paper.

The papers are organised around a number of topics in which the various content areas of the curriculum guide have been treated. An analysis of the time to be devoted to each content area was undertaken. The following rank order, from highest to lowest time allocation, was established:

- *word study*
- *reading*
- *speaking*
- *spelling*
- *handwriting*
- *writing*
- *observing/listening.*

By Year 3, the average child has developed basic literacy skills allowing him to develop independence in reading. From Year 3 onwards, lesson papers are increasingly directed to the child as an independent reader. Texts are supplied which require little or no intermediary help from the home supervisor. Year 3 is the year in which each child is provided with the opportunity to begin to develop independence not only in the higher language skills, but also in learning.

The seven general topics covered in these papers attempt to provide the child with a variety of meaningful learning experiences. These form part of a more extensive pattern of learning incorporated within preceding and subsequent instructional papers.

Word study is a broad study area incorporated within all Year levels. Composed of such specific topics as word and sentence study, word building, punctuation and dictionary work, this area attempts to provide the child with those experiences which are often incidental to classroom learning strategies.

The instructional papers at this level provide a broad number of experiences in this area. Each week new words are introduced. The home supervisor prepares flash cards and works through a series of set exercises to introduce these words to the child. Word puzzles, adding word endings ('ed', 'ing', 's') to basic words, placing words in alphabetical order, and changing words from one part of speech to another, are some of the activities done at this level.

Reading activities cover a number of areas. Both silent and oral reading tasks are given to the child. All reading activities in the sample were based on reading books provided with each paper. Oral reading is heard by the home supervisor. Factual comprehension activities are set for the child, to accompany each reading exercise. Each of these comprehension exercises is returned to the Primary Correspondence School.

Speaking activities, whether creative. communicative or speech techniques, involve intensive home supervisor participation. Activities such as giving directions, discussion of a picture stimulus, listing of items, telling a story and the differentiation between long 'i' and long 'o' in words, provide the child with several avenues of developing competency in speech. A spelling list is provided for each week. Activities based on this list are provided to demonstrate the meaning and use of the word. A separate spelling list, based on the Departmental spelling list, is supplied to all pupils. This lists all spelling in each paper and Year level. Spelling rules are explained by the home supervisor using examples given on the paper. Testing of words from each week's spelling is also done by the home supervisor. This test is sent to the Correspondence School for marking. Another test of words previously learnt is given and marked by the home supervisor, who also drills the child on words misspelt.

Cursive handwriting is introduced in Year 3. The transition from printing to cursive handwriting is strongly emphasised in the handwriting program in this Year. By the end of Year 3, the child is expected to be able to write in cursive script, although it is realised that some children will show a preference for printing into Year 4.

As cursive letters are taught in each lesson paper, the exercises are accompanied by detailed explanations of the physical actions required. Examples of the letter are given in solid type and in dotted type over which the child copies. Each paper emphasises a number of new letters to learn, as well as including revision exercises. Examples of the child's attempts are usually dispatched to the Correspondence School for the teacher's evaluation. In some papers, printing is also revised so that this skill is not lost to the child. There appears to be very little home supervisor involvement in this area. The home supervisor is occasionally requested to suggest letters for the child to practise.

Creative and communicative writing are both generally included in papers at this level. However, creative writing appears to be emphasised more than communicative writing. It is common for all writing exercises to include an art component. Requests such as, 'Draw a picture to illustrate your story', are common. Few requests are made in papers for home supervisors to provide guidance in this area. Writing tasks are normally submitted to the Corespondence teacher for marking.

Observing and listening tasks usually account for the smallest proportion of weekly lesson times. The emphasis on the developmental aspects of these activities in Years 1 and 2 diminishes in the later Years as more emphasis is placed on the application of higher order skills. Common activities are the use of audio tapes and pictures to provide stimuli for the child's use of his abilities in observing/listening. Home supervisors become involved in these exercises in the prompting and questioning of students to describe or relay information provided in the exercises.

Work to be returned to the Primary Correspondence School is completed in an exercise book supplied to the child and on evaluation sheets attached to the back of each instructional paper. Evaluation exercises usually cover each topic on the instructional papers.

The Year 3 pupil, although developing his learning independence, is still substantially dependent upon the home supervisor for guidance and co-operation in learning activities. The broad range of experiences offered to the child in instructional papers, although still developmental in many areas, also begins to emphasise the application of already acquired skills and knowledge to more diverse areas of learning. This is essentially a transitional year for the correspondence student, transferring between the middle and upper school areas.

(iii) Year 6

An analysis of lesson papers for Year 6 of the language arts program showed that they differ quite markedly in their nature from those of the earlier Years. The increasing independence of the learner is facilitated by the acquisition and application of a wide range of language skills in reading, writing, speaking and listening/observing. This growing independence is recognised in the papers, which are directed principally towards the pupil, and appear to require a level of mastery of language skills appropriate to the average child at this level.

In the sample of papers studied, no instructions were provided for home supervisors. Work for the child is set out in units relating to major topic areas rather than in the daily lesson structure identified at the Year 3 level. No timetable is incorporated in papers. Instead, a suggested uniform weekly timetable is provided (see Appendix 2). Many activities refer to texts or reference books, although some activities such as word study rely upon teaching strategies contained only in the lesson papers.

Topics identified in lesson papers were ranked according to their weekly time allocation. The following rank order, from greatest to least time allotted, was evident:

- *reading*
- *creative writing*
- *spelling*
- *literature and general language development*
- *speaking*
- *handwriting*

The timetable provided for the student in Year 6 allocates 42 per cent of the child's weekly study time to language arts. From a total school time of 23.25 hours, 9.75 hours is assigned to language arts.

Objectives for this program have been identified by the School and are set out below. The program is designed to:

- Present, by means of selected topics or themes, a range of ideas, situations and activities to widen the child's experiences, and to alert him to the wonder of life around him.
- Surround the pupil with words (vocabulary) related to the topic, to awaken a realisation of the importance of words, and to arouse a desire to enlarge his vocabulary.
- Provide the opportunity for increasing skills in the use and enjoyment of language through continuous practice in the basic areas of reading, writing, speaking and listening.

Reading tasks in these papers usually refer to reading texts provided to the child. Occasionally, reading material for free reading exercises is included in papers. The child is expected to be competent at silent reading. Oral reading exercises are rarely prescribed in papers. An introductory explanation is usually provided for stories set for reading. Comprehension exercises and discussions with the home supervisor are frequently used in association with reading activities. Occasional use is made of audio tapes as part of free reading activities, in association with a textbook. These audio tapes are usually a dramatisation of a script in the reading textbook. The *Endeavour Reading Program* and a supplementary reader, *Gallery*, are supplied to each child.

Writing activities were restricted to creative writing in the papers examined. The child is requested to write on a topic and assisted by an illustration. Sometimes illustrations are associated with short stories or poems. The child is requested to illustrate each story he writes.

Spelling is one of the two sections of lesson papers usually arranged in daily learning segments. Weekly spelling tests consist of 12 words arranged into four daily lists of three words, with the last day of the week set aside for revision. The words are not only listed for children to learn but are also placed in sentences to demonstrate meaning and usage. Home supervisors use sentences included in the lesson paper to test the child's spelling. Each child keeps a personal spelling list of words with which he has difficulty. Allowance is made in weekly tests for some of these words to be included.

Literature work at this level appears to emphasise literary appreciation and enjoyment. The child is referred to a story or poem in one of the reading texts. Activities based on this reading may then follow. These include discussions with the home supervisor, poetry writing or word/sentence study activities. Literature exercises in some papers appear to incorporate creative speaking and writing components.

General language development includes word and sentence study, word building, punctuation and dictionary work. Word puzzles are utilised within many papers to develop skills in word building and extension of such skills as use of syllables and affixes. A weekly 'interest word' is presented in each paper. This word is explained in terms of origin, meaning and usage. Words within the spelling list, with which the child may not be familiar, are explained in a similar way to the interest word. Grammatical exercises (parts of speech, degrees of comparison, etc.) are also included in this section. Dictionary use and the guidance of writing skills are also dealt with in some papers.

Creative and communicative speaking are included within the program, although both topics were not covered in the papers reviewed. Creative speaking is normally related to a story or illustration included in the paper or, on occasion, to an audio tape.

The child may be requested to act the part of a character in a story, or to extend or create a story based on a situation presented in the paper. Communicative speaking activities may include presenting a lecturette, addressing an audience while acting a specific part (e.g. a magician, a farmer) or participating in a discussion topic suggested in the paper. In some papers speaking activities are arranged on a daily basis.

Formal handwriting instruction is not given to Year 6 pupils. Instead each paper contains a short practice exercise in both writing and printing. This aims at providing the child with a constant reminder of correct letter formation, and thus to prevent a deterioration of standards as the child develops his own individual writing style. These writing exercises are sent to the Correspondence School for correction and comment.

The analysis of lesson papers has revealed that the four key areas (listening/observing, speaking, reading and writing), and the 14 sub-categories of language identified by the curriculum guide, are generally reflected within the language arts lesson papers. Some variation in the way these are reflected occurs. In the main the source of such variation is attributable to limitations in communication through the printed word, supported by that undertaken by means of the audio tapes. The analysis has also revealed that the development and experiential assumptions of the curriculum guide are evident across all Year levels, although these principles do not account for all the material presented within papers. The necessity to utilise alternative approaches and materials is demanded by the nature of the transmission of the curriculum via lesson papers, and the nature of the child's learning environment. Within this environment several factors, the quality of lesson papers and home supervisor support among others, are of crucial importance.

Mathematics

The mathematics program is inherently different from the language arts program in the content, scope and nature of learning undertaken by the child, and the manner in which it is presented to pupils. Furthermore, the mathematics program differs substantially from the one used prior to 1966. In the current syllabus it is envisaged that teaching should aim at developing an understanding of the relationships that exist between numbers and spatial elements, an awareness of the role of mathematics in society, and the formation of favourable attitudes to mathematical understandings and skills.

The intended outcomes of mathematics teaching are to develop in children:

- *Ability to think and communicate effectively in mathematical situations.*
- *Readiness and ability to frame and test mathematical hypotheses.*
- *Facility with accuracy in computation.*
- *Skill in the application of number and other mathematical structures in relevant situations.*
- *Practical knowledge of and ability to use common measures.*
- *Ability to see and take an interest in the arrangement of form in the environment.*
- *Ability to construct and interpret graphs, to present quantitative data in tabular form, and to use simple statistical measures.*
- *Ability to make and verify sound estimates and approximations in practical quantitative situations.*

The primary school curriculum guide, *Program in Mathematics*, focuses on nine different, though not unrelated topics, which are organised into eight stages. The topic areas comprise:

- *Number*
- *Numeration*
- *Operations*
- *Sets and Logic*
- *Number Sentences and Problem Solving*
- *Estimation and Approximation*
- *Measurement*
- *Spatial Knowledge*
- *Statistics and Graphs.*

The discovery approach to learning is emphasised. It is expected that activities will be so planned that pupils will be able to discover basic ideas, and arrive at an understanding of mathematical structures. The implementation of the program involves providing adequate experience with concrete materials so that the pupil gains a good understanding of underlying mathematical principles.

It is further expected that learning experiences will be so structured that rather than deal with topics as discrete units, several topic areas will be explored in the progressive development of understandings.

The current lesson papers will be replaced by those being developed at the School. An account of the developmental processes involved is explained in a later section. Because of this change, the following analysis of lesson papers in this subject area will be less detailed than that for language arts.

A description of some features of the current Year 1 lesson papers illustrates the use made of concrete materials and the active role played by the home supervisor in structuring learning activities. A further description and an example from the set of papers from Year 3 illustrates the continuing reliance placed on the home supervisor, but more importantly, shows how the learning experiences interrelate topic areas and attempt to provide for the progressive development of understandings over time. A description of Year 6 papers shows that, by this time, lesson paper activities require an increased degree of independent learning by the pupil and the use of text resources outside the papers themselves.

Mathematics papers at the Year 1 level are directed to the home supervisor, not the pupil. Within each of the nine areas, the home supervisor is directed to the nature and scope of the activities that the child is required to undertake, although an analysis of the papers revealed that all nine topics are not necessarily covered in every paper.

Instructions concerning what the home supervisor is to ask the child, and the tasks the child is expected to be able to complete, are provided. Advice is given to the home supervisor regarding remedial activities should the child display inability to complete the activity successfully. Finally, further examples of the range of tasks necessary to reinforce the concepts being explored, are provided in the papers. As no other resource materials are supplied by the Primary Correspondence School, the home supervisor is required to translate these examples into specific exercises.

In addition to the activity-based, exploratory nature of the content of Year 1 papers, there is the characteristic that mathematical experiences are to be based on concrete materials.

Number work, for example, is pursued with the assistance of Cuisenaire rods; operations on numbers are to be performed using strips of paper; counting activities and exercises on sets and logic are developed with the assistance of the home supervisor through the use of real objects. Estimating and measuring activities, furthermore, are to be conducted with materials from the child's immediate environment, while experience with shapes and colour is to be gained by assembling puzzles. Strong emphasis is given to engaging the child in discussions with the home supervisor regarding the task he is actually performing.

The overall features of lesson papers at the Year 3 level are: the continued but lessened assistance of the home supervisor; the progressive development of learning; the interrelatedness of topics; and the use of concrete materials. A description of one paper shows these features more clearly. Paper 13 for example, is introduced by instructing the home supervisor in the kinds of activities pupils are to undertake to develop an increased understanding of the concept of simple fractions. Introductory work on this topic is covered in the previous week's paper. The home supervisor has to structure activities so that the child:

- divides a given shape into a number of equal parts;
- colours in part of the shape and knows what fraction is coloured; and
- folds paper into a number of equal segments, and colours portions of it.

The child is then required to discuss with his home supervisor those portions remaining unshaded.

Two observations may be made regarding these activities. Firstly, the work is discovery based; and secondly, the child proceeds from this introductory concrete activity to other activities designed to develop a wider understanding of the more abstract concept of fractions further developed in subsequent papers.

The discovery approach continues with further activities in the paper. The home supervisor is instructed to allow the child to find and record the numbers from one to 10 with the factors for each number. Having done this, the child responds to activities, selected by the home supervisor, which interrelate two program topics: *Number,* and *Sets and Logic.* The child is required to form subsets of numbers and factors, and develop his thinking processes by investigating the characteristics of each subset.

Operations and *Number* constitutes the next section of the paper. Here, 35 examples, grouped into seven sets each illustrating a different computational process, are to be completed by the child. This activity is a revision exercise, and is designed to reinforce the previous week's teaching.

Typical exercises that will develop the child's ability to construct *Number Sentences* to assist in problem solving are also presented to the home supervisor, who not only has to ensure that the examples are completed, but also is required to add to the selection if the situation warrants more practice.

The problem-solving activities are based on money, as are the *Estimation and Approximation* exercises. Here, the home supervisor is supposed to act as shopkeeper in activities designed to give the child experience in estimating what goods could be bought with a sum of money.

Revision exercises on *Sets and Logic* test the pupil's comprehension of basic terms. Examples designating the scope of the task are given, and the home supervisor is required to construct his/her own exercises. A discussion activity concerning the use of Venn diagrams reinforces the understanding of these basic terms.

Spatial Knowledge activities follow. The child has to complete a table providing information on the various characteristics of six different solids. Instructions for making a pyramid are provided on cardboard attached to the lesson paper, and the pupil is expected to cut out the shape and construct the solid. Finally, the *Statistics and Graphs* activity involves the recording of each day's weather details in bar graph form.

Four pages of exercises complete the lesson paper. These exercises are quite comprehensive and are intended to reinforce learning in all areas covered in the lesson paper with the exception of *Statistics and Graphs*. Exercises are returned to the Primary Correspondence School teacher for evaluation, comment and remediation. In this paper seven of the nine topics have been explored. Feedback from the child's teacher will indicate the extent to which this learning has been successful.

Other papers for Year 3 cover all the syllabus areas, and contain similar kinds of activities designed to maximise pupil learning in these areas.

A review of papers at other Year levels in mathematics revealed that the style of treatment in the papers changes gradually from middle school to upper school. Whereas papers for the middle school are directed more towards home supervisors who have to read the information, the illustrations, and construct similar exercises and activities for the pupil, Years 6 and 7 papers are directed more to the child than to the child and home supervisor. In these Years the child becomes more self-directive, and has to internalise the information and complete the task with substantially less assistance from the home supervisor than previously. When a problem arises, the pupil is expected to confer with the home supervisor for assistance and clarification.

Lesson papers constitute the only source of formal learning provided in mathematics by the Primary Correspondence School for Years 1 to 6. In Year 7, a basic textbook, *Modern Mathematics*, is issued to each pupil, and exercises for the child to complete are sometimes referred to.

The responsibility of the home supervisor for the effective mathematics education of the child is substantial. To guide the home supervisor, the Primary Correspondence School has prepared and distributed a 10-page glossary of all terms and symbols used in the 'new maths' program.

The mathematics program of the School, across all Year levels, is characterised by: the need for extensive home supervisor assistance; the sequential and hierarchical development of understandings over time; the progressive development of independent learning; and the interrelatedness of topic areas.

Social Studies
The social studies syllabus for primary schools draws upon a range of social science disciplines, and its organisation reflects an attempt to integrate these into a cohesive whole. The syllabus for each Year level is presented in units. The theme for each unit is developed through the selection and identification of specific facts related to main ideas. The exploration of these leads to development of generalisations and concepts. Units are spirally organised, in that many main ideas, generalisations and concepts are continually reintroduced in succeeding units, each time in greater depth and breadth.

It is expected that the pupil undertaking social studies units will develop, through the completion of various activities:

- understandings of human relationships between individuals and groups in society;
- understandings of the patterns of interdependence in society, particularly as they apply to our own way of life; and
- social and academic skills, thinking processes, understandings and attitudes that will enable the individual to evaluate his own social growth in a changing society, and to accept the responsibility of active participation in the life of the community.

Because the main syllabus difference across Year levels was seen to be the complexity of the main ideas, generalisations and concepts being developed, a detailed examination of all correspondence lesson papers was not necessary to gain an indication of the nature and scope of learning required of pupils. A good appreciation of the Primary Correspondence School's expectations should eventuate if an in-depth review is made of those papers for which a unit is developed within a particular Year level; and if the characteristics of these and other Year papers are compared and contrasted in broad terms, a more comprehensive picture should emerge.

Unit 2 of the Year 3 syllabus was chosen for the in-depth investigation of a typical unit. The theme for this unit is entitled *The Way of Life of the Traditional Australian Aborigines Was Closely Related to Their Immediate Environment.* Within the unit, the following eight main ideas are to be developed:

- in modern communities, people use the resources of many places and the skills of many people to supply their food, clothes and shelter;
- in modern communities, people and groups of people are interdependent;
- in their traditional communities, Aborigines made their shelters from materials obtained in the immediate environment;
- the traditional Aborigines met their needs for food by hunting and gathering in their immediate environment;
- a society develops skills and knowledge which are related to the needs of its people and to the natural resources in the local environment;
- every society provides for the teaching of children;
- the culture of each different society contains traditions and legends which belong peculiarly to the particular society; and
- the way of life of the Aborigines has changed and is continuing to change.

The Primary Correspondence School has developed a sequence of activities through which these eight main ideas are explored by pupils. Papers 7 to 12 of Year 3 present these activities. In paper 7, the basic reference text on Aborigines, *Piccaninny Walkabout*, is introduced, and children are encouraged to read the book for interest. Information on the various parts of a book – title-page, publisher, author, preface, for example – is provided to develop skills in the use of reference texts.

Following the stimulus material incorporated in paper 7, paper 8, among other things, presents information relating to the manner in which people in different societies obtain their supply of food, shelter and clothing. This section also acts as stimulus material for activities to be completed in subsequent papers. Moreover, the material provides the pupil with comparative data on the living styles of a number of communities. This is deemed to make an important contribution to the eventual development of attitudes and feelings relating to Aboriginal culture.

In paper 9, the child is introduced to the Aborigines unit by focusing on nine stimulating questions designed to arouse interest in the topic and set the scene for subsequent papers. Instructions and suggestions are also provided for home supervisors. These suggestions comprise:

- covering the stimulus questions in broad, rather than detailed, terms;
- helping the child to locate books, pictures and magazine articles referring to Aborigines;
- reading Aboriginal stories and legends to the pupil; and
- helping the child compose his own 'make-believe' legend.

The next section of paper 9 deals with the construction of homes. Activities designed to develop the child's thinking processes and academic skills are presented. With the assistance of the home supervisor, the child is required to:

- organise specific facts on the materials needed to build his present house;
- make inferences about the materials used in the construction of other people's homes;
- list these materials, and group them into sets; and
- list and group the tools and people involved.

These activities also serve to develop a number of academic skills. The pupil has to advance his knowledge by interpreting pictures and diagrams. By the judicious placement of questions directed to the child, inquiry and investigation skills are enhanced.

The home supervisor is then directed to a discussion and questioning activity through which the pupil is assisted in reaching three generalisations or conclusions:

- many different materials and tools are required to build a house;
- many different people are required to build a house; and
- no one person in a modern community can provide all the goods and services needed.

Through the explorations which lead to these conclusions, progress is made to the development of concepts which spiral through the primary social studies curriculum at a level of abstraction appropriate to the intellectual development of the child. The first two generalisations demonstrate the contribution made to the development of the concept *Needs;* the third generalisation reinforces the concept *Interdependence.*

Because these concepts and generalisations are central to the section of the unit being undertaken, the instructions and advice offered to home supervisors are clearly important. It is expected that the home supervisor will peruse the paper very carefully and assist the child to internalise its contents. It would be difficult for many children at this Year level to arrive at the conclusions and generalisations solely by their own efforts. Therefore, the supervisor's questioning and discussion techniques in leading the child towards these goals are crucial.

Information relating to how the Aborigines lived forms the next section of paper 9. Pupils are required to study this information, and the accompanying pictures. Home supervisors, by discussing the child's answers to a number of questions presented in the paper, and by reference to any books or pictures depicting the way of life of the traditional Aborigines, are required to lead the pupil to an understanding of three generalisations:

- Aborigines' wants were few and simple, and all the materials were obtained from their environment;
- they did not live in a fixed place and were completely independent of others for food and building materials; and
- by contrast, people living in modern communities, are dependent very largely on other people for the goods and services they require.

The pupil has to undertake other activities within the paper. He is encouraged to make a model of an Aboriginal gunyah, using a photograph in the basic text, *Piccaninny Walkabout*, as a reference. As well as the model, a large picture of a gunyah is to be drawn in his project book, together with the appropriate printing of labels. This activity contributes to his final assessment in the subject.

To provide additional information, and to stimulate more interest in the topic, an Aboriginal legend, *The Rosella's Reward*, is presented for pupils to read, and then discuss with their home supervisors.

Papers generally cover more than one topic area. The remainder of paper 9 builds upon the academic skills developed in paper 7, viz. using the information relating to the use of reference materials to answer some questions from the textbook, *Looking at Other Children.* The pupil is also required to keep a weather record chart for the month in duplicate, and forward a copy to his Primary Correspondence School teacher.

The final activity for paper 9 concerns three answers to be returned to the Primary Correspondence School for correction. Two questions require the pupil to synthesise information, and exhibit some feeling for Aboriginal culture. As well as the thinking processes and attitudinal development demanded by the questions, written communication skills are also developed. The third question tests the pupil's understanding of the Aborigines' lack of dependence upon others for food and shelter. Feedback from the Primary Correspondence School teacher would indicate how successfully the pupil has developed these skills and attitudes.

The development of the remaining main ideas for Unit 2 continues in papers 10, 11 and 12. An examination of these papers indicated that the child is expected to be involved in a similar range of activities designed to assist him to develop particular generalisations and concepts. These activities included:

- reading information on Aboriginal culture;
- exploring Aboriginal legends;
- discussing the information presented in the papers, or in reference books, with their home supervisors;
- completing exercises in their project books;
- completing formal work for their Primary Correspondence School teachers; and
- making models and drawings.

An analysis of each activity demonstrated its importance to the attainment of the four main objectives of the primary social studies curriculum: the acquisition of knowledge; the development of thinking processes; the development of attitudes; and the development of skills.

In undertaking activities the child is required to perform such tasks as: organising information and deriving conclusions; listing and grouping facts; interpreting pictures and diagrams; communicating both orally and by the written word; investigating ideas beyond the information presented by the papers; and using reference books. In short, the range and depth of work required to explore the eight main ideas in the unit is considerable.

If valuable learning is to accrue, however, it is obvious that the child is dependent on resources other than the information contained in the lesson notes. Reference books and introductory tapes are clearly essential, and the support to be given by the home supervisor appears to be crucial. In most instances the child has to develop attitudes and social skills within a learning environment characterised by an absence of peer group influence. Within this educational context, the responsibilities of the home supervisor probably assume great proportions.

Finally, though by no means of least importance, is the influence of the Primary Correspondence School teacher in maximising the pupil's learning by means of encouragement, evaluative feedback and diagnostic comments.

Social studies papers at the upper Year levels were also examined for comparison purposes. These papers follow , in general, the style of the papers for Year 3 pupils previously reviewed. Information is presented; text or reference books are to be consulted; illustrations and diagrams are inserted to arouse interest; discussions with the home supervisor are to be initiated; activities are to be completed and returned to the Primary Correspondence School for evaluation.

Later Year papers display several characteristics which differ to some extent from those for pupil of the middle or infant school. In Years 6 and 7, there appears to be reliance placed upon the pupils themselves to read the information, internalise the content, organise the facts and arrive at generalisations. Discussions and advice to home supervisors on questioning techniques, common in the early Year papers, are fairly infrequent. It is clear, therefore, that these lesson papers are directed mainly at pupils, rather than home supervisors. Moreover, the analysis of these papers revealed that there was often less clarity in how concepts and generalisations were developed within units.

A further differentiation in style for the upper Years is evident. Activities that are to be completed for the Primary Correspondence School teacher involve more written communication skills and fewer construction skills than those for lower Year levels. Furthermore, the pupil is expected to consult a wider range of reference material.

It is apparent that the range and scope of activities within lesson papers are comprehensive, and contribute in varying ways to the achievement of syllabus aims. A relatively heavy emphasis on discussion procedures to assist pupils in the acquisition of knowledge and understanding of generalisations and concepts is characteristic of lower Year levels. For the upper Year levels, home supervisor support is less explicit in the lesson papers, though no less important.

Analyses of the lesson papers in language arts, mathematics and social studies have demonstrated the complexity and interrelationship of a number of factors which must be taken into account when assessing the effectiveness of the Primary Correspondence School provisions. These include: the quality of the lesson papers; the educational richness of the activities in which pupils are to be involved; the nature and scope of expected learning; the quality of feedback to pupils from the Primary Correspondence School teachers; and the quality of supervision and support available in the home setting.

Clearly, development of papers and other materials by the School, necessitated by curricular changes, is of vital importance and is the focus of the next section.

Development of Lesson Papers and Subject Area Audio Tape Resources

It has been seen that a lesson paper represents just one link in a chain of interrelated sequences of teaching and learning activities. This planning, preparation, and final production of 756 separate lesson papers for all Year levels in language arts, mathematics and social studies, together with 60 art and 50 science papers, represents an operation of considerable complexity. Furthermore, the development of subject area audio tapes which support lesson papers in language arts and social studies is a task involving considerable time and expertise of personnel both within the School and those in the Production Services Section of the Department.

Lesson Papers

The development and design of new lesson papers, and the amendment of existing lesson papers, is the responsibility of the School's paper writing team. The paper writing team is composed of professional teachers of the School, who work full-time on the task of paper development and revision. Their work involves a number of tasks and a degree of liaison with other professionals. Changes to lesson papers are initiated by the Supervisor of the School when:

- a new syllabus is introduced into the primary education system; or
- existing papers require extensive revision because of changes over time, need to incorporate new content, or changes in subject emphasis.

The production of a set of sequential lesson papers is a complex and time consuming process involving:

- curriculum interpretation;
- the planning of the content of weekly papers;
- the writing of the content of the papers;
- the reviewing of the papers by School personnel; and
- final production.

The first stage in the development of lesson papers involves the development of a scope and sequence chart in which the curriculum guide for a particular subject area is translated into a number of broad content areas. Within each of these, specific content and processes are sequenced in such a way that specific lesson papers can be constructed. These lesson papers specify a wide range of pupil activities, rich in potential for achieving the desired learning outcomes. Such learning outcomes involve the mastery of knowledge from the factual through to the conceptual level, the development of skills and the understanding of processes germane to the subject area concerned, and the development of associated interests and attitudes.

The development of teaching units in the form of lesson papers which draw on such other resources as books and tapes is a complex task. Ultimately the clarity with which activities are specified, their richness in learning potential for the pupils who undertake them, and their relevance to the overall intentions of the curriculum guides are of prime importance.

To illustrate the complexity of the task involved in the production of lesson papers for a particular subject, an examination of the work of the team which is currently involved with the total revision of the mathematics papers was undertaken. Currently, the team has been working for some two years on this project.

It was found that the initial curriculum translation into a scope and sequence chart involved identifying and sequencing content, which is set out in eight stages in the *Program in Mathematics* curriculum guide, into a work program for seven Year levels. From an intimate knowledge of the guide, core and peripheral content was identified, emphases for the various Year levels were established and the final plan was developed. A high degree of consultation both within the School and with external personnel such as inspectors, curriculum officers, and advisory teachers, was undertaken. Observation of mathematics teaching in regular schools and discussion with practising teachers also took place.

Within each Year level, the work has been divided into 36 sequential lessons each corresponding to one week of the school year. Each paper writer was given responsibility for the production of 36 weekly lesson papers based on the content areas identified in the scope and sequence chart. Ongoing consultation among members of the team was undertaken to minimise overlap and reinforce the sequential and hierarchical development of knowledge and skills throughout the seven-year program.

An example of a section of the scope and sequence chart for first term of the Year 3 mathematics program showing the translation of weekly papers from the mathematics syllabus, is shown in Appendix 4.

A survey of the broad aims of the paper writing team revealed that lesson papers are not designed to cope with the entire range of individual pupil differences. Instead an attempt is made at the design stage to plan content and strategies within a reasonable range of abilities. A small number of enrichment activities to reinforce the content of papers is included.

All papers are designed to be integrated across and within Year levels. This integration follows a developmental hierarchy in planning content and strategies at sequentially increasing levels of conceptual difficulty.

In general, with the development of papers some are trialled in either regular schools, or with Primary Correspondence School pupils.

Information relating to the production of lesson papers was also obtained. Production of a paper to manuscript stage ready for review takes approximately three weeks. Once the manuscript is produced, it is sent for review to other Primary Correspondence School teachers. The Supervisor and Deputy Supervisor subsequently discuss suggested alterations and, where necessary, implement changes. Once changes have been made, the paper is first sent to the clerical section for typing and then to the artist for artwork to be added. Following this, the manuscript is submitted for duplication after further review by the Supervisor and Deputy Supervisor.

From the manuscript to the duplication stage may take from two to six months. This time is strongly influenced by the type and number of teacher comments, and the current duplication work-load. In order to minimise duplication delays, a schedule is developed at the beginning of the year for paper production. Actual duplication time for a 48-page two-colour paper will take approximately one-and-a-half days. Once papers are in printed form they are sent to each Year level for distribution in the following school year. The redevelopment of lesson papers for the mathematics program at all Year levels has taken approximately two years. It is planned that new papers will be available to pupils in 1980.

The quality of the actual printed paper reaching the pupils is influenced by the reproduction capabilities of the School. The reproduction techniques are restricted by the School's duplicating facilities. For the most part, multi-litho offset equipment is used. The main restriction is that only two colours can be used. Even though bond quality paper of different colours is used to ensure clarity of reproduction, the result can only approximate that of more sophisticated equipment. The use of coloured paper allows lesson papers to be collated into distinct sections. Both paper colour and two-colour print enhance the visual impact on the child. The printing of some six million sheets of paper is involved in the reproduction of lesson papers for a single year. More details of the production process are given in Appendix 5.

Development of Subject Area Audio Tapes

In addition to lesson papers, audio tapes in the subject areas of language arts and social studies have been produced. The audio tapes are used principally as ancillary materials to accompany some lesson papers. At the time of writing, audio tapes were being developed for the science program. These have not yet reached the production stage.

Scripts for tapes are developed by scriptwriters who are teachers on the Primary Correspondence School staff. Additional training is provided for these people on appointment. Actual production of audio tapes is undertaken by the Production Services Section of the Education Department. This section is not under the administrative control of the School but is part of the Division of Planning and Services which provides professional media production services for the Education Department.

A total of 72 tapes have been provided in the subject areas of langauge arts and social studies. Full details are shown in Table 6.

TABLE 6: SUBJECT AREA AUDIO RESOURCE TAPES FOR LANGUAGE ARTS AND SOCIAL STUDIES

SUBJECT AREA	UNIT	YEAR LEVELS							TOTAL
		1	2	3	4	5	6	7	
Language Arts	Story	7	9	1	–	2	2	2	23
	Song	4	1	–	–	–	–	–	5
	Poetry	–	4	–	–	–	–	–	4
	Christmas	1	–	–	–	–	–	–	1
	*LAHTUI**	1	–	1	–	–	–	–	2
	Teaching	4	4	–	3	–	–	–	11
	TOTAL	17	18	2	3	2	2	2	46
Social Studies	1	–	–	1	1	1	1	1	
	2	–	–	1	1	1	1	1	
	3	–	–	1	1	1	1	1	
	4	–	–	1	1	1	1	1	
	5	–	–	1	1	1	1	–	
	6	–	–	1	1	–	**	**	
	7	–	–	–	**	**	**	**	
	TOTAL	0	0	6	6	5	5	4	26
GRAND TOTAL		17	18	8	9	7	7	6	72

* *Language and How To Use It* program.
** No unit for this Year Level.

Note: Social studies units vary in theme and number of units across Year levels.
– No tape available.

From Table 6 it can be seen that 46 tapes are available in language arts and 26 for social studies. Coverage in language arts is clearly deficient in the upper school, while for social studies a deficiency exists for Year 1 and 2.

Audio tapes serve two functions within the School's curriculum offerings: they introduce new topics, and they act as an integral part of the written program. Social studies and the science tapes being developed fall into the former category, while the language arts tapes, in general, belong to the latter. Subject tapes are not as strictly related to the syllabus as are lesson papers. They are more closely related to the broad content application of syllabus aims, and provide a less structured resource to the children than do lesson papers. However, the teaching tapes provided in the language arts area do attempt to familiarise the home supervisor with the requirements of lesson papers and, through these, of the syllabus.

As with all script work, extensive field work is undertaken in developing content for these tapes. The design, writing and production is a lengthy and complex process. When a script is commissioned the script writer analyses the syllabus unit to identify the needs and emphases of the topic. A resource search of the School is then undertaken to establish what School-based support structures exist for the unit. On the completion of these steps a meeting of the design committee is convened. The committee comprises the Deputy Supervisor, staff from other primary schools, Curriculum Branch social studies staff and the producer from Production Services Section. This committee maps strategies for the production and identifies themes and emphases essential to the content. Following this the scriptwriter identifies central and peripheral themes for the unit and commences field work. This may involve visits to museums, libraries, commercial firms and community agencies, in order to locate background information, interviews and settings for the production.

On the completion of field work a rough draft is developed by the scriptwriter, and submitted to the producer. This may result in between three and five drafts being written before a final script is approved for production. Once the final script is developed it is reviewed by the design committee. A decision is usually then made on the structure of teaching instructions for home supervisors, which will accompany the produced tape. On the completion of these decisions the script is submitted for production to Production Services Section.

This procedure is time intensive. The scripting work on social studies programs may take from two to 16 weeks depending on the work-load of the scriptwriters and the nature of the program content. Once a script has been approved by the production committee for production, a budget must be prepared and submitted. Approval of the budget allows the production of a master tape to begin. This normally takes no more than one week and is done by Production Services Section. The master tape is then sent to a commercial organisation for bulk duplication. The reproduction of several hundred copies is completed within two to four weeks. The total time from the commissioning of a script to the delivery of the completed tapes to the School may take from five to 21 weeks. Because of the complexity of this development and production process, only three tapes were produced in the social studies program in 1978. Tapes in this series are produced on the assumption that they will be suitable for schools other than the Primary Correspondence School.

Audio resources have also been produced for use with the language arts program. In this program there is a strong emphasis on the use of audio tapes in Years 1 and 2. Story tapes only are used in Years 6 and 7. Story tapes at all Year levels are integrated with either specific lesson papers or reading texts. Similarly, teaching tapes are provided and refer to specific exercises on student papers, as do the song and poetry tapes. 'Language and How to Use It' tapes accompany a commercially developed teaching program of the same name. The tapes accompany texts from this program used in Years 1 to 3. Currently there is no program for the further development of audio tapes within the language arts program.

In 1979 funding has been provided for the development of seven non-graded thematic science audio tapes. These tapes are designed as resources suitable for use with all levels of the School and will act as support for the current Primary Correspondence School science program. Staff from Curriculum Branch are closely associated with the development of these tapes. The tapes follow broad science themes such as 'light' and 'sound', and are designed to be process oriented. Children will be presented not only with factual knowledge, but also with activities and experimental procedures. These tapes are produced in the same manner outlined for the social studies tapes.

It is readily apparent that the development and production of both lesson papers and audio tapes are complex and intensive processes requiring professional experience and expertise. The nature and quality of lesson papers and audio resources are crucial factors in the education of the correspondence pupil. Utilisation of the School's resources to develop these materials is therefore an important and necessary contribution to maintaining the quality of provisions for the pupil.

II

SCHOOLS OF THE AIR

Some Primary Correspondence School pupils are enrolled with one of the three Schools of the Air located at Charleville, Mt Isa and Cairns. These pupils receive oral instruction by means of the two-way radio facilities operated by the Royal Flying Doctor Service. Instruction provided by these schools augments that of the Primary Correspondence School.

Pupils Catered for by Schools of the Air

Each of these schools enrols pupils of the Primary Correspondence School only. The enrolment and staff level of each School is shown in Table 7.

TABLE 7: ENROLMENT AND STAFFING – TERM 1, 1979, FOR SCHOOLS OF THE AIR

	Charleville	Cairns	Mt Isa	Total
Pupils	324	200	147	671
Teachers	8	5	4	17

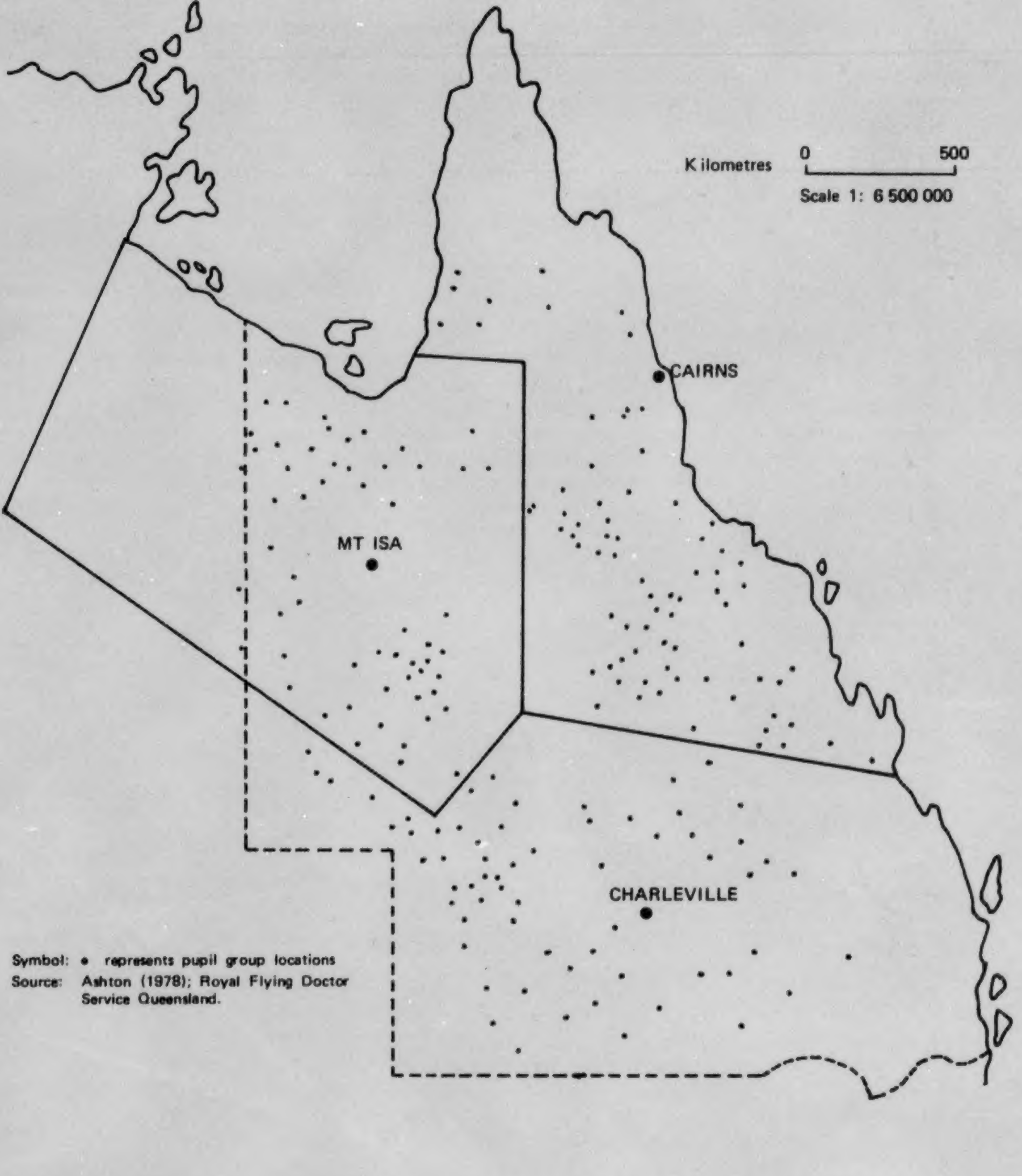
The 671 pupils enrolled with the three Schools of the Air comprise 43.9 per cent of the total Primary Correspondence School enrolment. However, when allowance is made for children overseas and others not able to take advantage of Schools of the Air facilities, it is found that 56 per cent of those eligible are enrolled. Thus, just a little over half of the Primary Correspondence School pupils receive Schools of the Air support.

General Features of Schools of the Air

For those enrolled, radio equipment is supplied by the Department of Education and maintained by the Royal Flying Doctor Service. Equipment is returned to the School when enrolment ceases. From Map 2, it can be seen that the Schools of the Air network covers practically all of the State. Each school operates on a number of broadcasting frequencies. Charleville operates on four frequencies, Cairns on three and Mt Isa on two. Some frequencies are used entirely by each of the Schools of the Air, while other frequencies are shared with the Royal Flying Doctor Service. The number of frequencies available caters for various degrees of remoteness from the base, in that reception quality for different locations is better on one frequency band than others. In addition the number of frequencies available determines the amount of pupil contact time for the class sizes involved.

Actual class contact time for lessons with the broadcasting frequencies available is approximately 30 minutes per day. Pupil contact on an individual basis is considerably less. It is determined by class size, broadcast duration, the structure of lessons, and the nature of the communication. More pupil contact would be possible only if the number of broadcasting frequencies was increased. Given the location constraint on frequencies for quality of reception, and the need to select frequencies within band ranges which do not overlap with other broadcasting networks, constraints other than cost clearly exist.

MAP 2 QUEENSLAND SCHOOLS OF THE AIR: DISTRIBUTION OF RADIO NETWORKS 1971; DISTRIBUTION OF PUPILS WITHIN QUEENSLAND


Kilometres
0
500
Scale 1: 6 500 000
CAIRNS
MT ISA
CHARLEVILLE

Symbol: • represents pupil group locations
Source: Ashton (1978); Royal Flying Doctor Service Queensland.

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Two-way radio communication allows teachers and pupils to interact orally. Immediate feedback to the pupil in terms of accuracy of response to questions is possible. Oral instruction given by the school is clearly more interactive and more immediate than that possible with the use of Primary Correspondence School pupil and teacher tapes.

Major constraints on the nature of oral instruction do, however, exist. Firstly, only one person, either teacher or pupil, can transmit at one time on the same frequency. Because of this, a child's transmission cannot be interrupted by the teacher since, if the set is in transmission mode, no reception occurs. Thus, conversation similar to that on a telephone, where either party can interject with a comment, is not possible.

Multiple responses from members of a class group merge into a babble of voices at the teacher's receiver. For questioning, responses from only one child at a time is feasible. Thus, one response at a time must be sought. Because of this, when a teacher asks a question, children must acknowledge their willingness to respond one by one, by calling their name. Similarly, since there can be interjection during group discussion of a topic, the teacher must manage the discussion in such a way that only one child is speaking at a time. If a child chooses to speak at length, discussion cannot be terminated by a teacher interjection.

Another constraint involved with the use of two-way radio is that while all children are usually able to hear the teacher relatively clearly, they can only hear the voices of other children who reside in relatively close proximity. This is mainly because the transmission power for the school base is considerably stronger than is the power of the child's battery operated transmitter. Because of this, if children are grouped in classes on a geographical basis such that each child is close enough to others to be able to hear as many members as possible, advantages accrue. This is seldom possible. Because children cannot always hear the response of others in the class, it is necessary for teachers to repeat, often in summary form, each child's answer or comment. A number of other factors also influence lesson preparation. These will be discussed in a later section which deals with this aspect of teaching. Such constraints must be taken into account when teachers are preparing lessons to ensure effective use of time and maximum pupil involvement. It is clear therefore, that Schools of the Air teaching differs from that undertaken by teachers in regular classrooms.

Provisions and Services of the Charleville School of the Air

To appreciate more fully the way in which Schools of the Air provide educational support for those Primary Correspondence children enrolled, a more detailed analysis of their offerings is necessary. Detailed information for this report was gathered from observation of lessons and interviews with staff at the Charleville School of the Air. Some other information was also obtained during the pilot study conducted in 1976–77 for all three Schools. The Charleville School of the Air was seen to be a useful focus for obtaining detailed information since it is the largest of its type, catering for almost half of the total enrolment of the three Schools. While the offerings of the three Schools are likely to vary somewhat, the Charleville data provides a useful guide to the nature and scope of educational services and provisions offered by these Schools.

The Charleville School of the Air has four broadcasting studios. It is thus possible for four teachers to teach lessons at the same time. There are good facilities for teacher preparation and other office duties.

Staffing and Enrolment

In Term 1, 1979, the School had a staff of eight teachers, including the teacher-in-charge, and a teacher-aide. The teacher-in-charge has a relatively light teaching load to enable her to perform a range of other duties. These duties include: general administration; organisation of activity days where School of the Air teachers meet with groups of children; arranging visits to properties; organisation of camps; acting as a relieving teacher; training new teachers; and general supervision.

The enrolment numbers for the 7 Year levels are shown in Table 8.

TABLE 8: PUPIL ENROLMENT BY FREQUENCY AND YEAR LEVEL, FOR CHARLEVILLE SCHOOL OF THE AIR

Frequency	1	2	3	4	5	6	7	TOTAL
6945 Mhz	19(2)	14(2)	17(2)	23(2)*	14(1)	14(1)*	4(1)**	105(11)
6845 Mhz	4(1)	6(1)	7(1)	5(1)*	5(1)	6(1)*	4(1)**	37(7)
6980 Mhz	13(1)	16(2)	11(1)	6(1)	14(2)	7(1)	6(1)	73(8)
4045 Mhz	20(2)	17(2)	15(2)	25(3)	13(2)	14(2)	5(1)	109(14)
TOTAL	56	53	50	59	46	41	19	324(40)

No. of classes shown ( )

* 6945 Mhz and 6845 Mhz both used for each of these classes

** same class.

From Table 8 it can be seen that the distribution of pupils across Year levels is relatively even for Years 1 through 6. However, for Year 7 the enrolment is approximately one-third that of any of the other Years. Relatively lower enrolment in Year 8 appears to have been common over a number of years at this School; and this possibly reflects the tendency of a number of Year 7 pupils to enrol in boarding schools. No indicators of population trends affecting School enrolment in rural areas have been examined in detail. Such indicators as age distribution trends and population mobility, for example, may be useful in assessing the future demand for Schools of the Air facilities and services.

The teaching work-load in terms of number of classes taught, total pupils involved and average class size is shown in Table 9.

TABLE 9: CLASS SIZE, NUMBER AND TEACHER CLASS LOAD – TERM 1, 1979, FOR CHARLEVILLE SCHOOL OF THE AIR

Teachers	T.I.C.*	T1	T2	T3	T4	T5	T6	T7	Total	Average**
No. of classes	1	6	6	5	5	6	5	6	40	
Total pupils	8	46	53	44	35	49	39	50	324	45.1
Average class size	8	7.7	8.8	8.8	7.0	8.2	7.8	8.3		8.1

* Teacher-in-Charge

** Not including Teacher-in-Charge

From Table 9 it can be seen that with the exception of the teacher-in-charge who regularly teaches only one class, teachers are allocated to either five or six classes to which they teach one lesson per day. The total number of pupils for which they are responsible ranges from 35 to 53, and the average class size ranges from 7.0 to 8.8. In all, 40 classes are taught.

Class sizes within Year levels are small. This is most desirable to allow adequate participation of individual pupils in direct interaction with the teacher. The average class size is 8.1 and ranges from a maximum of 13 to a minimum of four. These are, however, exceptions. The main reason for variation is the need to allocate pupils to classes on the basis of the broadcasting frequency which provides best reception.

Teaching Program
The school teaching program is strongly influenced by the number of frequencies available and the number of classes allocated to each radio frequency. The teaching program followed by the School is shown in Table 10.

TABLE 10: DAILY LESSON BROADCASTING DETAILS – TERM 1, 1979, FOR CHARLEVILLE SCHOOL OF THE AIR

Time	6945		6845		4980		4045	
	Year		Year		Year		Year	
8.30– 9.00	5	TI	RFDS*		RFDS		1	T3
9.00– 9.30	6	T2	RFDS		RFDS		1	T4
9.30–10.00	1	T3	RFDS		1	T4	2	TIC ***
10.00–10.30	1	T4	1	T3	2	T6	2	T7
10.30–11.00	2	T2	2	T6	3	T1	3	T5
11.00–11.30	2	T2	3	T5	2	T7	3	T1
11.30–12.00	3	T5	RFDS		4	T6	4	T7
12.00–12.30	3	T1	RFDS		RFDS		4	T6
12.30– 1.00	4	T6	RFDS		RFDS		5	T1
1.00– 1.30	4	T7	RFDS		RFDS		6	T5
1.30– 2.00	4	T7	4 *Both***		7	T3	5	T4
2.00– 2.30	5	T4	5 *Frequencies*		6	T5	4	T7
2.30– 3.00	6	T2	6 *Used*		5	T1	7	T3
3.00– 3.30	7	T3	7		5	T4	6	T2

* Royal Flying Doctor Service
** Two frequencies used for each lesson: 6945 Mhz; 6845 Mhz.
*** Teacher-in-Charge

Table 10 provides timetable details for the 40 classes taught, and indicates the manner in which classes and teachers are allocated across the four frequencies used. In Table 10, Year levels taught are identified together with a code to identify each teacher. Each teacher is usually allocated to two Year levels. New teachers are usually given one Year level with which they are familiar, although this is not always possible. Of the seven teachers on continuous teaching duties, four teach for three hours daily while the other three teach for two-and-a-half hours daily. The teacher-in-charge teaches for one half hour per day. Each day, the School broadcasts a total of 20 hours of lessons using four frequencies.

Given that the normal teaching day is approximately seven hours including breaks, teachers are usually on air for 2½ or three hours depending on the number of classes taught. The remaining time is available for preparation and other duties. As will be seen later, considerable preparation is involved if lessons are to be effective, and if on-air time is to be utilised efficiently.

Charleville School of the Air lessons attempt to supplement the Primary Correspondence School lesson papers currently being studied and to provide oral language practice and skill development. Some instruction in music, particularly singing, is also given.

Of the five school days, three are devoted to the reinforcement of correspondence lesson pages, and two to the promotion and diagnosis of oral language and communications skills. The pattern the School attempts to follow in its teaching program is shown in Table 11.

TABLE 11: SUGGESTED WEEKLY TEACHING PROGRAM FOR CHARLEVILLE SCHOOL OF THE AIR

Monday	Tuesday	Wednesday	Thursday	Friday
News Listening/ Speaking activities Word /Sentence study Vocabulary work	Number facts Science Mathematics	Reading Language Arts activities Library skills Debates — group language activities	Social Studies skills Current Affairs	Music — singing Art Literature

Although the program is more flexible than would appear from Table 10, this pattern is generally followed by teachers.

The oral language-oriented lessons are usually given on Mondays and Fridays. These lessons concentrate upon group discussion and using sentence structures correctly. Singing and vocabulary development activities are also included. The broad aim of such integration is to develop language skills and to compensate for the restricted number of people with whom the child can actively associate.

The Primary Correspondence School lesson papers shape the School of the Air lessons for the remainder of the week. School of the Air teachers usually design lessons around the paper a child should have completed the previous week. This strategy is used in order to allow the child to work through the paper and to identify problems with which help, additional to that afforded by the home supervisor, may be required. As papers from the Primary Correspondence School are retained and only returnable portions of these are returned for marking, pupils are able to refer to the papers during School of the Air lessons. This allows the pupil to continue a unit of learning beyond the restricted time limits of the week normally allocated for the completion of each paper. The prime importance of School of the Air activities for the correspondence child is that it extends his potential learning time, and provides resources beyond those supplied by the Primary Correspondence School alone. Furthermore, the School of the Air lessons provide variation and further practice in relevant learning activities. From example activities used by the School of the Air teachers, the home supervisor may be able to design similar types of activities for the pupil to extend the range of learning afforded.

Broad guidelines for the structure of lessons are contained in the School's policy statement. This document, intended for beginning teachers, also contains details of school aims, and operation information concerning the equipment. This document is included in Appendix 6. Copies are available to parents.

Lesson Preparation

The procedures actually used by the teachers in lesson preparation and teaching were studied during the visit to the Charleville School of the Air. Subsequent analysis of lessons was also performed. Both preparation procedures and the analyses provide insights into the nature and scope of learning afforded to pupils.

Most lessons are designed to complement those of the Primary Correspondence School. Because of this, when preparing lessons, teachers usually familarise themselves with the content and basic tasks included in the relevant lesson papers. Summaries of these papers are used for the design of lesson plans for teaching. The content included in the School of the Air lesson is similar, but not exactly the same as that dealt with in the paper. An example of a summary is included in Appendix 7.

Because of the diversity of activities and the levels of difficulty of topics in lesson papers, the School of the Air teachers must choose content which is suitable to the majority of their pupils, and which can be taught using the two-way radio facilities of the School. In addition to the medium constraints identified previously, teachers reported that a number of factors must also be taken into account. Among the most important were the following:

- All children must have access to any resources required, e.g. books, lesson papers, to which reference is intended.
- The content must not be so complex as to necessitate lengthy explanation which is difficult 'on air'.
- The amount of group work must be restricted because of the time delays in involving all children.
- The length of time taken for a child to respond must be restricted to allow all members of the class to participate at an appropriate level.
- It is best if single activities of long duration are avoided as these may not maintain the interest of children.
- If testing of any particular area is involved it is essential that the teacher makes certain that children are familiar with the work and have sufficient prior warning to allow adequate preparation.

The quality of learning opportunities afforded is influenced by the extent to which these factors can be taken into account, and the extent to which pupil participation is effective in the short time available. When structuring lessons teachers must allow sufficient time for pupil responses. The number of topics covered in a single lesson varies. Preparation usually includes more topics than can actually be covered in the time. Thus if progress is faster than anticipated further prepared material is available and maximum utilisation of time is ensured. A copy of notes for a prepared lesson for a Year 1 class is included in Appendix 8.

Analysis of Lessons

A number of lessons were observed and tape-recorded at Charleville School of the Air. These provided a sample of lessons covering a number of Year levels and subjects, which could be analysed to provide insights into the nature and scope of the learning and teaching involved within lessons. Initially, this analysis was concerned principally with identifying the range of teacher and pupil behaviours. Subsequently, time measurement of the behaviours identified was undertaken. Both of these components provide information on the basic characteristics of lessons. The nature of the lessons is such that the overall analysis was based on pupil and teacher verbal interaction only.

This analysis is not meant to be exhaustive but attempts to describe essential lesson content and the emphasis placed upon each content area. It should be emphasised that this sample may not be representative of all Charleville School of the Air lessons. Although lessons covered a range of subject areas, the entire weekly program of lessons was not included. The *pro forma* summary table used for the analysis is outlined in Appendix 9.

(i) Teacher Activities

In all lessons analysed, teachers generally gave the same priority to certain teaching activities within each subject area. The time taken for particular activities within lessons was one basis for analysis. Five types of activities were identified. These teacher activities, in descending order in terms of time devoted to each, were:

- *giving information;*
- *carrying out management tasks;*
- *making announcements; and*
- *evaluating pupils.*

Giving information to pupils took most time. This activity was carried out in several ways. Within this category of activities, the relative time emphasis was as follows:

- giving instructions to children;
- giving information on the topic being taught; and
- correcting children's answers.

Within lessons, variations occurred in the amount of teacher information provided. For example, in one lesson, the teacher spoke for long periods (approximately half of the total time). In this lesson, time was almost equally divided between reading to the class and explaining key points. For other lessons less time was devoted to these activities. The form of evaluation carried out during the lessons was, typically, the incidental correction of children's responses by the teacher.

Approximately one quarter of the teachers' time was devoted to *management activities*. The major part of this time was used in repeating answers for those pupils whose reception was such that they were unable to hear the responses of the pupil concerned. The repetition of a student answer by the teacher ensures that all pupils understand the content and direction of the lesson. Because transmissions from the equipment at the base are some 20 times more powerful than those from pupils' equipment, fewer problems exist in receiving teacher communications than in receiving communications from other pupils in the class.

Motivational comments to encourage the children were often made by teachers. Such terms as 'Well done' and 'That was a very thorough report', were common to all lessons.

The least time-consuming of the *management activities* involved teacher requests for answers from pupils. These requests accounted for between 2.5 and 6.6 per cent of the teachers' time. Although the teachers normally asked the whole class for an answer, occasionally a single child was asked, particularly when a child had not contributed to the lesson for some time. In order to ensure that all children were given relatively equal opportunity to participate in the lesson, teachers noted, on a roll, when children were asked questions and gave responses. When children's participation was falling, teachers directed questions to them in order to increase their lesson involvement. Thus it can be seen that teachers ensure that all children are involved in each lesson as much as possible.

The relatively large proportion of teacher time taken in *management activities* is indicative of the type of teacher control required to utilise the time and medium to maximum benefit.

The third most time-consuming activity was *questioning of pupils.* Although in some lessons the amount of questioning time was less than 10 per cent of teacher time, questioning generally accounted for 20 per cent of teacher time. Most teacher questions were factual or recall questions requiring students to remember facts from either the current lesson or preceding lessons. However, comprehension questions tended to be asked almost as frequently as were questions of factual knowledge. Those questions least asked by teachers were the higher level inferential questions which required original thought or extension of ideas by the child. The apparent lack of balance in the types of questions in the hierarchy which ranges from factual to inferential, may be a necessary consequence of the teaching medium.

Making announcements regarding school and community affairs accounted for the smallest segment of teachers' on air time. Roll call, notes on lesson requirements and school procedures, accounted for most of the announcement time. Regular broadcasts of community announcements at the beginning of lessons were also made.

Evaluating pupils through incidental feedback was a characteristic in the lessons analysed. No formal evaluation was noted. However, formal evaluation in the form of testing of spelling and number facts occurred in lessons which were observed but not taped for analysis.

(ii) Pupil Activities

The activities of pupils were also analysed. Pupil participation in lessons generally followed a less predictable pattern than that of teachers. Even so, it was still possible to identify broad trends in pupil lesson participation.

Responding to teacher requests involved the major part of pupil time. In all lessons this accounted for at least 75 per cent of pupil time. In one lesson 97 per cent of pupil time was devoted to this activity. Individual pupils, as previously noted, received approximately an equal share of this time. Activities which made up this category are listed below in order of occurrence:

- *reading to the teacher;*
- *answering teacher questions; and*
- *answering the roll.*

When no pupil response was made, a relatively brief period of time was involved. When this occurred, teachers redirected the question to another pupil.

Reading, and the *answering* of teacher questions, took almost the same amount of pupil time. Together they accounted for over 90 per cent of student replies to teachers.

Reading to teachers in the sample of lessons analysed usually involved the reporting of research homework in the form of a short composition, or reading from a text. Children generally read in turn, and then discuss or answer comprehension questions on the material read.

The next most frequent form of response by pupils involved *answering teacher questions.* It was common practice within these lessons for teachers to direct many questions to the whole class rather than to single children. Because of this, all children replied to the teacher's question by saying their names. The teacher then called on one of the children, by name, to respond. This procedure usually took between 11 and 22 per cent of pupil time, but had the advantage of increasing pupil participation.

In all lessons, after this general form of response is allowed for, the smallest amount of time involved *pupil questions* to teachers and *voluntary comments. Pupil questions* were predominantly related to lesson requirements or announcements. *Voluntary comments* by students usually related (in order of time spent) to: sending messages to the school, e.g. 'I need a new song book Miss '; giving personal news, e.g. 'It's my birthday tomorrow Miss '; and commenting on the topic being taught.

Student participation in lessons was usually only one-third of the total lesson time. The major part of each lesson was taken up by the teacher. A small proportion of lesson time was also used in waiting for replies over the network.

This non-communication time, ranging from between 10 and 12 per cent of the total lesson time, was dependent upon many factors. The most important of these were due to pupils not hearing questions clearly because of interference.

This analysis, which provides insights to School of the Air lessons, focused on time as the unit of measurement. Other types of analyses could be undertaken to reveal other characteristics of these lessons. These could include an analysis of the language used, the impact of lessons on the child and home supervisor, and the amount of interest engendered.

From the foregoing it can be seen that School of the Air lessons are both supplementary and complementary to those provided by the Primary Correspondence School. Extreme care is taken to ensure that profitable use is made of broadcast time, that pupil benefit is great, and that pupil participation is as high as possible.

Other Provisions and Services

Although lessons broadcast over the two-way radio network comprise the principal service of the School of the Air, other services are offered to pupils enrolled. These include activity days, home visits, school camps, and an annual sports day.

(i) Activity Days

Activity days provide an opportunity for groups of children to meet for one day to participate in a variety of educational activities with one or more School of the Air teachers. Group activities are emphasised in order to provide children with experiences which are unlikely to be encountered in the home setting. These gatherings are now organised in close liaison with itinerant teachers from the Priority Country Area Program. Table 12 outlines the number of activity days held in the past two years and Term 1 of 1979.

TABLE 12: ACTIVITY DAY INFORMATION FOR CHARLEVILLE SCHOOL OF THE AIR PUPILS – LOCATION, STAFFING AND ATTENDANCE

Time	Location	School of the Air Staff	Itinerant Teachers	Total Staff	Number of Children
1977	Quilpie	3	–	3	15
	Windorah	2	–	2	15
	St. George	2	–	2	15
					45
1978	St. George	3	–	3	15
	Bollon	3	–	3	10
	Blackall	2	–	2	10
	Tambo	2	–	2	8
	Alpha	2	–	2	12
	Mitchell	2	–	2	15
	"Neleine"	1	1	2	15
	Longreach	3	–	3	35
	Muttaburra	3	–	3	12
	"Allendale"	2	2	4	**
	Cunnamulla	2	–	2	20
	Murama	3	–	3	18
	Quilpie	2	–	2	18
	Charleville	*		*	***
					188
1979 (Term 1 only)	Charleville	2*	–	2	20
	Mitchell	2	–	2	15

* Staff visited on roster.

** No data available.

*** Approximately 10 activity days held at Charleville with at least 180 children attending over the year. No estimate of children attending more than one activity day was possible.

It can be seen from Table 12, that participation of pupils in these events has developed considerably from 45 pupils in 1977 to approximately 370 pupils in 1978. Current trends imply that participation in activity days continues to be high.

(ii) Home Visits

Home visits to consult with and to provide help to pupils and home supervisors are conducted. These have been facilitated by the supply of a vehicle to the Charleville School of the Air late in 1977. One property, or a number of properties, is visited on the one day. Usually two teachers are involved.

During 1977 no home visits were conducted by the Charleville teachers. However, approximately 20 home visits involving some 30 children were conducted in the first term of 1978. No visits occurred during the rest of the year principally because of weather conditions, and the organisational requirements of the School.

The Priority Country Area Program itinerant teacher service described in the next section offers a similar service. These itinerant teachers work in close liaison with the School of the Air. The vehicle supplied to the School is now shared with the itinerant teachers to best utilise the educational resources of the region.

(iii) School Camps
Charleville School of the Air holds one two-week school camp each year, either at Yeppoon or Tallebudgerra. Camps have similar aims to other School services, in that they attempt to provide the child with a range of activities, tasks and experiences which they would not normally encounter in the local setting.

Camps are usually restricted to approximately 100 children, and are attended by all School of the Air staff. Children attending the camp are eligible for a refund of residential costs at the camp from the Commonwealth Assistance for Isolated Childrens Scheme.

The camp program includes school work, especially remedial work, with particular pupils. Special education screening of referrals by the staff of the Isolated Childrens Special Education Unit and staff of the School Health Service is also undertaken. Activities in music, art, drama and physical education are featured in the camp program. Swimming instruction receives emphasis.

Teachers' expectations of pupils attending the School camp are broad. Teachers indicated that they expected the camp program to provide scope for:

- interaction between teachers and pupils;
- extending children's experience of things which they would rarely or never see in their own locality;
- individual remedial work for some pupils; and
- involvement of children in physical education activities to improve their games and group skills.

Many activities involve music recitals, pottery and artwork. Library service displays, and others of an educational nature, have been held at camps. These activities are thought to be especially useful for those children who do no enrol in art and science courses with the Primary Correspondence School.

(iv) Sports Day
Once each year, usually in September, the School holds it annual sports day. This event, held in the School grounds, allows parents and children to come together as a school for one day. Normal sports activities are held and a report on the School is made to parents by the teacher-in-charge. Following the sports, the annual general meeting of the Parents and Citizens Association is held. At this gathering the annual school magazine is distributed.

School of the Air Marking Scheme

In 1975, a scheme was instituted which entailed the marking and dispatch of correspondence papers, for some children, by teachers at all three Schools of the Air bases instead of the Primary Correspondence School. This scheme was a pilot proposal to investigate the general appropriateness and desirability of conducting correspondence paper marking and dispatch from Schools of the Air bases to children enrolled in these Schools. Relatively few pupils are involved.

The scheme was reviewed in 1978 by Departmental officers, representatives of the three Schools of the Air, the Primary Correspondence School, and others with expertise in the education of the children concerned. As a consequence it was decided to restructure the scheme and obtain further information on its operation. This second phase commenced in the second term of the 1979 School year.

The restructuring of the scheme has involved expanding the dispatch and marking of papers. At Charleville it is envisaged that eight children from each of Years 1, 4 and 7 will be involved. Previously five children from each of these Year levels were involved in the scheme at each school.

In order to select children for the scheme, parents of children of the Charleville School of the Air were requested to inform the Primary Correspondence School if they were willing to have their children involved. Presumably other Schools adopted a similar procedure. From these children a group of 24, eight from each of the Years 1, 4 and 7, were chosen according to the following criteria:

- the group should include a range of abilities but exclude special education referrals;
- children on all radio frequencies should be included and should also represent a wide range of postal dispersion; and
- children should be taken only from those classes whose teachers were involved in the marking scheme.

At the Charleville School of the Air, children involved in the marking scheme do not take part in special on-air lessons, nor are their individually corrected papers discussed during normal lesson time. The main advantage of this scheme is that the School of the Air teachers receive a fuller appreciation of the work undertaken.

The restructuring of this marking scheme, and the timing of its implementation in 1979, precluded a study of its functioning and effectiveness by this team. However, implicit within the restructuring of the scheme is a commitment to re-examine further the desirability for such an activity to be based at Schools of the Air.

Schools of the Air in General

It would seem that from information obtained at the Charleville School of the Air, lessons and other activities are providing valuable support for the pupils concerned. Given that some differences exist among the three Schools, the potential for supplementing the offerings of the Primary Correspondence School is significant. One index of the effect of this support is the return rate of completed Primary Correspondence School lesson papers. A comparative study of the return-rate of papers of Primary Correspondence pupils enrolled with any one of the three Schools of the Air and those enrolled with the Primary Correspondence School alone was undertaken. The results are shown in Table 13.

TABLE 13: COMPARISON OF COMPLETED LESSON PAPERS RETURN – RATES FOR PCS PUPILS ENROLLED WITH SCHOOLS OF THE AIR AND THOSE ENROLLED ONLY WITH THE PCS

Year	1	2	3	4	5	6	7	Average
*Return-Rate								
SOTA & PCS Enrolment	192**	138	159	196	129	79	83	139.4
PCS Enrolment only	112	97	118	104	87	77	48	91.8
Difference	80	41	41	92	42	2	35	47.6

* Return-rate expressed as % of papers returned compared to papers dispatched to child.

** Scores greater than 100 per cent are possible as children are kept supplied with six to 10 papers ahead.

Source: Survey for four weeks of school year 1979.

It can be seen from Table 13 that children enrolled with a School of the Air consistently returned lesson papers at a higher rate than did children not so enrolled. On average, Schools of the Air pupils returned their lesson material at a rate almost 50 per cent higher than that for other correspondence pupils. This survey was conducted over four weeks of the 1979 school year. It is likely that the findings would be replicated for any other period. However, further examination of the relative return rates would indicate the overall magnitude of differences for a full year.

An important feature of the Schools of the Air is the extent to which advantage is taken of the provisions. It was noted that just over half of the eligible Primary Correspondence pupils are enrolled in one of the Schools of the Air. For many children, therefore, this additional educational support is not utilised. Reasons for non-enrolment in the Schools of the Air have not yet been investigated in detail.

III

OTHER EDUCATIONAL SERVICES FOR PUPILS OF THE PRIMARY CORRESPONDENCE SCHOOL

In the previous section, it was seen that just over half of the eligible children enrolled with the Primary Correspondence School receive support from Schools of the Air. Fewer children receive additional support from other sources. These comprise the project activities of the Priority Country Area Program, together with those of the Isolated Childrens Special Education Unit.

The Priority Country Area Program was funded by the Schools Commission as an extension of the Disadvantaged Schools Program in 1977. It is a joint State/non-State program designed to augment existing educational facilities in country area. Two Priority Country Areas have been declared within Queensland as indicated in Map 3. In Term 1, 1979, 219 Primary Correspondence School pupils were resident within the South West Priority Country Area, and a further 188 pupils resided in the Central Priority Area. The total of 407 pupils within these areas accounts for approximately 34 per cent of Primary Correspondence pupils resident in Queensland. Most of these children are eligible for enrolment with Charleville School of the Air.

Currently, some 20 projects are being operated within the Priority Country Areas. Those which relate directly to Primary Correspondence School pupils, in terms of impact, and numbers of pupils catered for, include:

- the itinerant teacher service, which caters for children in the South West Priority Area;
- the mobile classroom, which caters for children in the Central Priority Area; and
- Summer Schools, which cater for children in both areas.

In addition, a number of special education services are provided by the Isolated Childrens Special Education Unit of the Department of Education in association with the Priority Country Area Program.

Itinerant Teacher Home Visits

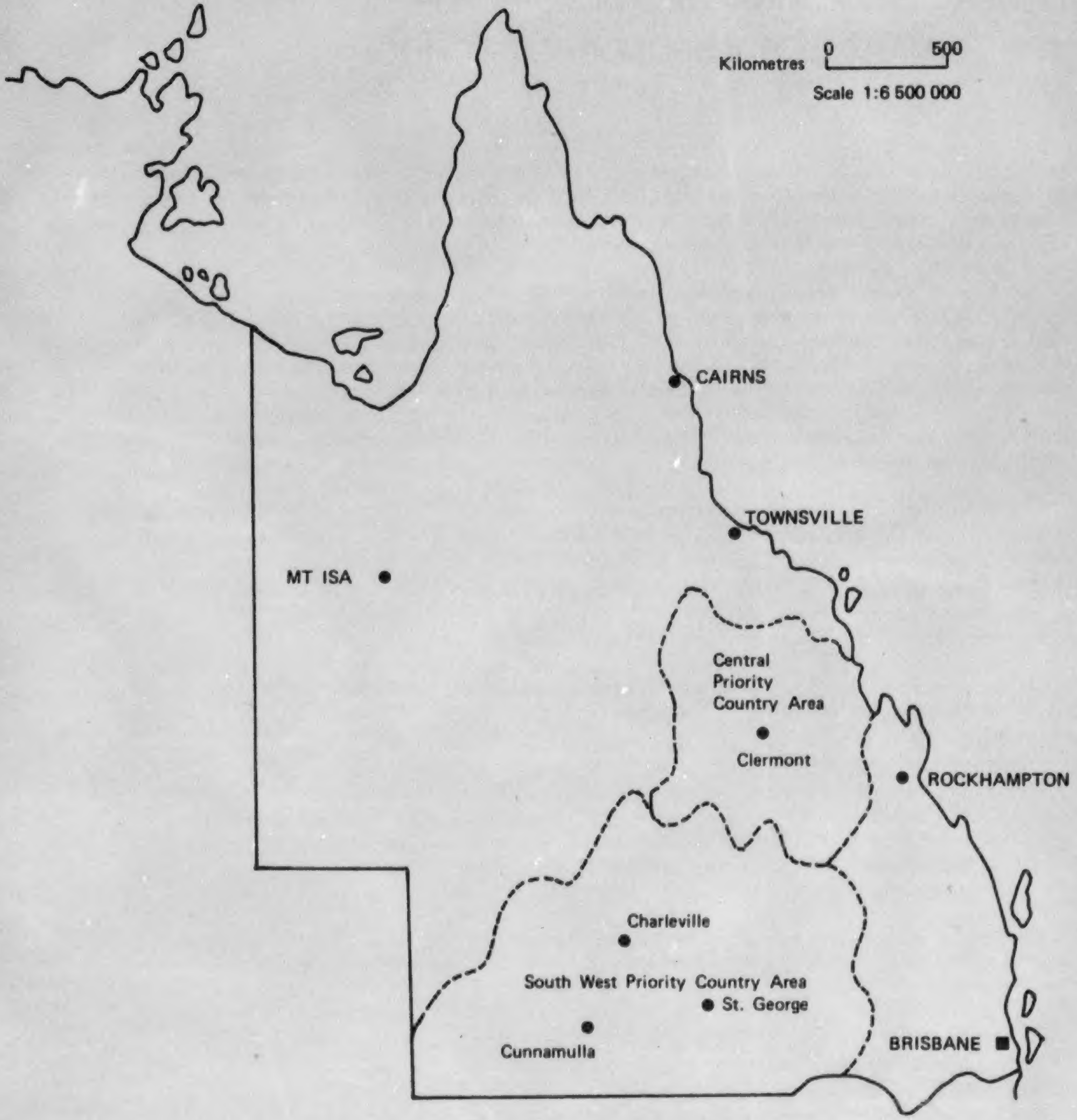
It is envisaged that, during the current year, the six itinerant teachers will visit the families of the 219 children in the South West Priority Area twice, and that average contact time will be nine hours. It is also envisaged that each child will be able to attend one mini-school and two or more activity days. The 219 children involved comprise 18.3 per cent of those pupils of the Primary Correspondence School, resident in Queensland.

Home visits are the core activity of the itinerant teachers. During these visits, the teachers are concerned, not only with the child's school work, but also with providing encouragement to both the home supervisor and the child.

A recent study of the Primary Itinerant Teacher Service (Fowler, 1979) revealed the following to be characteristic of home visits:

- Attending to learning/teaching problems faced by pupils or home supervisors;
- Demonstrating lessons for the benefit of the home supervisor;
- Showing the home supervisors where current skills being learnt fit into the curriculum;
- Organising daily schedules related to children's age levels and concentration spans; and

MAP 3 PRIORITY COUNTRY AREA PROGRAM: REGIONS SERVICED, 1978


Kilometres 0 500
Scale 1:6 500 000
CAIRNS
TOWNSVILLE
MT ISA
Central Priority Country Area
Clermont
ROCKHAMPTON
Charleville
South West Priority Country Area
St. George
Cunnamulla
BRISBANE

- Assessing children's standards to identify areas of weakness; to assist in devising suitable programs for correction or practice; and to alleviate the possible pressures placed on the child by an over-anxious home supervisor.

Opportunities also exist to familiarise parents and pupils with:

- resources available through the Primary Correspondence School;
- additional materials available as aids to the teaching process;
- funds available through Government and other funding agencies; and
- resources available through other sources (such as Scoutreach and Lone Guide).

Assistance can be given to the Primary Correspondence School teacher who lacks the opportunity for 'face to face' communications with each child, by providing comment on, or samples of, children's work. For example, itinerant teachers might help in the preparation of a tape of the child's reading to be sent to the Primary Correspondence School.

Mini-Schools

Mini-schools provide an opportunity for itinerant teachers and other special support staff to engage a group of children in educational activities in a four- or five-day residential setting. While these activites are similar to those offered in regular schools, emphasis is given to those activities not easily offered by the Primary Correspondence School papers or through School of the Air lessons. Emphasis is placed on group discussion, physical education, science, art, music and drama. Each mini-school provides approximately 27 hours of formal contact with pupils.

Activity Days

Activity days are organised by both the teachers of Charleville School of the Air and the itinerant teachers. These are designed to provide social contact for children, opportunities for group interaction and skills development. Emphasis is placed on the development of skills in areas that are difficult to incorporate in either lesson papers or School of the Air lessons. Academic work is usually not emphasised. The main emphasis is on enrichment activities. Each activity day normally provides for approximately seven hours of formal contact with pupils.

Mobile Classroom

Approximately 40 per cent of the 188 pupils in the Central Priority Area are able to avail themselves of the support offered by the mobile classroom. This constitutes 6.3 per cent of the total Primary Correspondence School pupils resident in Queensland. Pupils attend for eight days, either twice or three times per year. Whilst attending, pupils experience the social interaction of a classroom setting, and both they and their supervisors receive assistance with correspondence lessons. In addition, activities are held after school in the form of games, films and dancing. Reports on pupils attending are supplied to the Primary Correspondence School.

Summer Schools

Three summer schools, each of 10 days' duration, have been held to date. One was held at Rockhampton in 1977, while two were held in 1978 – one at Rockhampton and one at Charters Towers. These provide similar experiences to the School of the Air annual camps in broadening the social and cultural experiences of isolated children. Sixty-seven children were involved in the 1977 school and a total of 141 attended summer schools in 1978. Thus, up to 12 per cent of the Primary Correspondence School pupils resident in Queensland can be catered for in any one year by these camps. The camps are usually supervised by Priority Country Area Program staff, assisted by staff from regular primary schools and parents.

Special Education Services

For Primary Correspondence pupils experiencing learning difficulties, assistance may be made available through the Isolated Childrens Special Education Unit. Following a request for assistance, the child is assessed and, if necessary, referred to the Unit. To date, 129 correspondence pupils have been referred since the inception of the Unit in 1976. This represents 38 per cent of all referrals made to the Unit.

As well as the assessment function associated with the Unit, special education materials, both individualised and general, are designed and produced. The materials, for both pupil and home supervisor use, include:

- tutor training kits;
- speech articulation programs;
- supplements to reading series; and
- individualised materials for specific students.

Since the pupil may be placed in one of the five separate referral categories, it can be appreciated that the range of functions of the Unit is wide and complex. A more comprehensive account of the Unit's services may be found in Appendix 10.

From the foregoing discussion it can be seen that for varying proportions of Primary Correspondence School pupils, a range of additional support services is available. With the exception of resource teaching and special education services provided by the Isolated Childrens Special Education Unit, these services are generally available to only those children who reside in one of the Priority Country Area Program areas. It should be noted, however, that some pupils outside these areas also receive assistance from itinerant teachers and Summer Schools but these are relatively few in number.

IV

PRIMARY CORRESPONDENCE SCHOOL LIAISON WITH OTHER AGENCIES AND PERSONNEL

From previous sections, it has been seen that for some children enrolled with the Primary Correspondence School, services from other agencies are utilised. Schools of the Air are a source of support for a relatively large number of Primary Correspondence School pupils. Other services such as those offered by the Priority Country Area Program projects and the Isolated Childrens Special Education Unit affect relatively fewer children.

The main forms of contact between the Primary Correspondence School staff and those of the Schools of the Air involve: orientation seminars for newly appointed Schools of the Air teachers; annual seminars involving staff of all schools; and the exchange of reports containing information on pupils.

Orientation seminars are conducted for new Schools of the Air staff in order to make them familiar with the procedures, functions and expectations of the Primary Correspondence School. This orientation period is normally of one week's duration. The time is spent at the School at the end of the year prior to appointment to a School of the Air, or in the first weeks of the new school year.

Attendance at orientation seminars is not always possible, and appears to be strongly influenced by the practice of transferring staff directly to Schools of the Air without allowing them the opportunity to attend. In 1979, for example, only 50 per cent of new Schools of the Air teachers attended an orientation seminar at the Primary Correspondence School.

In recent years seminars have been held in Brisbane for consultation between Schools of the Air teachers and Correspondence School staff. An examination of the program for these seminars revealed a number of common themes:

- Schools of the Air and Primary Correspondence School co-operation, co-ordination and team work;
- Consultation between the two groups of teachers relating to pupils;
- Teaching strategies, materials or resources in several subject areas;
- Audio-visual, radio and Schools of the Air teaching techniques; and
- Extra-curricular activities run by Schools of the Air.

This pattern was followed closely until 1978. In that year, the structure of the seminars changed. The main areas of interest changed to:

- The Isolated Childrens Special Education Unit and the Reading Development Centre;
- The mathematics program;
- Consultations between staff of both schools;
- Teaching strategies associated with distance education; and
- The Pilot Marking Scheme.

The necessary relationships between Schools of the Air and the Primary Correspondence School are such that opportunities of the kind afforded by these seminars should be utilised to their greatest extent. Because of the population they serve, it can become very easy for these schools to work independently. Regular consultations, as provided in these seminars, not only reduce the likelihood of this occurring, but also emphasise the advantages of close network co-operation.

Itinerant teachers also visit the Correspondence School for orientation meetings. Although they may not follow the correspondence lesson papers in the same way as Schools of the Air do, they need to familiarise themselves with school expectations and procedures. This permits them to consider more adequately the requirements of the Correspondence School when reporting on or working with correspondence children. These teachers also visit the Correspondence School to provide feedback on pupils, and to consult with School staff on pupils' special needs and abilities.

Orientation meetings are held for a week before the itinerant teacher commences field work. All Priority Country Area Program and Departmental itinerant teachers have attended such sessions. However, only the Departmental itinerant teachers have regular meetings with Correspondence School staff in Brisbane. These teachers normally visit the School for one week in each term to report on children, and maintain familiarity with School requirements. Such a practice on the part of all itinerant teachers could be expected to contribute much to the effectiveness of education services offered to isolated children.

It has been seen previously how the home supervisor is a key agent in the education of the correspondence child. To maximise the effectiveness of the home supervisor, seminars are held to assist them with the content and strategies provided by the Correspondence School. These seminars are of two types: preparatory seminars for governesses; and seminars for home supervisors already involved in teaching one or two children.

Governesses are partially prepared for their teaching duties by a three-week residential course conducted by the Primary Correspondence School. This seminar attempts to provide the governesses with a knowledge of the contents, processes and services within the School program. Lectures, workshops and visits are part of the seminar. Lectures are given on station life to prepare the girls for transition to a lifestyle few of them have experienced. The group usually visits a primary school, and becomes familiar with the operations and functions of the Schools of the Air. The majority of the time is spent on the school curriculum, and on the use of teaching aids and equipment. This emphasis is particularly important, as most governesses are young girls who have recently completed Year 10, and have received a Junior Certificate. Seminars are usually attended by more than 30 governesses, with a total of 437 governesses trained since 1970. Details of these seminars since 1970, and a sample outline of one seminar, are shown in Appendix 11.

Seminars for home supervisors have been held in several country areas each year by staff from the Primary Correspondence School. These seminars have aimed to give practical assistance to home supervisors in the management of lesson papers, and to help with problems each supervisor may have. Extending over two days, the seminars are a series of lectures and discussions on each of the compulsory subject areas. Primary Correspondence School staff also attempt to include sessions in areas where parents signify that they have special problems. A seminar outline is shown in Appendix 12.

In recent years these seminars have been held in many areas of the State. Attendance at seminars reflects the scope of activities in providing this service. Table 14 outlines details of the seminars held since 1973.

TABLE 14: PRIMARY CORRESPONDENCE SCHOOL HOME SUPERVISORS SEMINARS – LOCATIONS AND ATTENDANCE, 1973–1978

Year	Number of Locations	Home Supervisor	Total Primary Correspondence School Attendance
1973	2	74	2
1974	4	15*	3
1975	6	68*	6
1976	16	199	14
1977	8	202	32
1978	Nil	Nil	Nil
Total	36	558	57

* No data available for three seminars

As can be seen, total attendance at seminars, as a result of their increasing frequency, grew from approximately 74 in 1973 to 199 in 1976. Although the number of seminars fell in 1977, the last year of their being offered, approximately 202 home supervisors attended. Further details of these seminars can be found in Appendix 13.

Seminars for home supervisors have formed the most direct avenue of contact between the Correspondence School and the families it serves. Not only have they given instructional help, but it also could be assumed that the motivational value of such meetings would be high. Unfortunately, a lack of funds has prevented the continuation of these seminars. Their value and continuance would be worthy of an investigation which the current study has been unable to include.

V

SOME IMPLICATIONS OF THE PROVISIONS FOR RECIPIENTS

In previous sections the educational provisions for the 1528 isolated children who are enrolled with the Primary Correspondence School have been described. It was seen that a number of agencies are involved. The only one which provides for all is the Primary Correspondence School itself.

The key feature of the education of these isolated children is that it occurs in the home setting. An implication which follows is that, whereas for children attending regular schools the home setting quality is an antecedent to the formal educational provisions, for the isolated child the home setting has a more immediate impact. Thus variations in the physical, social and cultural quality of the home environment strongly influence the child. Furthermore, they influence the degree to which the support provisions of the various agencies are utilised in the education of the children concerned.

Data from the pilot study, which was commenced late in 1976, indicated that wide variations in the educational quality of the home existed. While many parents were engaged in rural production, a wide range of other occupations was also represented. Socio-economic conditions varied, resources in the home which could be regarded as supportive of education differed, and little opportunity for social and wider cultural contact was a feature of many homes.

Primary Correspondence School support, through lesson papers and other resources, was shown in previous sections to be carefully devised to promote learning which approximated in nature and scope, that offered in regular schools. However, some subject areas such as music, physical education, and to a lesser extent art and science, were not catered for to the same degree as in regular schools.

Clear constraints exist in the use of papers in translating the curriculum into learning experiences for the children. Practically all papers required some supervisor support, particularly in lower Year levels. Thus the quality of this support is an important feature of the impact the Primary Correspondence School provisions have on the child. In the pilot study, it was seen that the education of home supervisors varied. Very few had received any formal teacher training and the Primary Correspondence School staff identified instances where home supervisors were for practical purposes illiterate. Clearly, for the child concerned, the amount of support from a significant adult in the home setting would strongly influence the benefit received from learning activities outlined in the papers.

A related feature of home education, as far as the child is concerned, is the importance placed on education. In the pilot study educational aspirations of the parents for their children varied. These ranged from tertiary education down to that expected at school-leaving age.

The fact that professional teacher assistance from the Primary Correspondence School involves, in the main, written feedback to work undertaken, supplemented by audio tapes to compensate in some way for the lack of oral communication, clearly shows that the education of these children differs from that of children in regular classrooms. Delays in feedback to children are inevitable, and may be exacerbated by postal services. Thus, remediation and motivation are restricted. Home supervisors may be able to compensate for this, but the pilot study revealed that many did not have sufficient knowledge of acceptable standards of work to be confident in providing appropriate feedback. The study indicated that sustaining children's interest and motivation was at times quite difficult.

A review of the lesson papers for the various subject areas indicated that the learning activities were quite appropriate, and that concerted efforts were made to translate the curriculum, as outlined in the various syllabuses, in such a way as to provide rich and profitable learning experiences. However, in the home setting, the degree to which children can interpret what is required in performing the activities through instructions given, and the clarity with which the activities are structured, becomes important. Where home supervisors are required to engage directly in the conduct of an activity, the clarity of instructions and the degree to which the purposes and outcomes are apparent, are also important. When reviewing lesson papers, a few instances were found where instructions may not be clear to either the home supervisor or the child.

The pilot study revealed that, for some parents at least, the purposes of the activities were not clear and appropriate standards of work or learning outcomes were difficult to discern. However despite these limitations, parents on the whole regarded papers to be of good quality, and useful guides. Although subject area audio tapes tended to be well received, some parents expressed a concern with using teacher tapes, and instances of unclear written feedback to marked papers were cited.

Problems with use of papers by home supervisors could well relate to the changed approach to curriculum over the years since home supervisors themselves undertook primary education. The current syllabuses emphasise activity-based learning, and for some, particularly social studies, discussion plays an important role in the development of concepts and understandings. While discussion sequences are clearly presented in the lesson papers, the effective use of discussion techniques by a home supervisor, without some formal teacher training, may well present a problem. Thus, the issue of diagnosing the purposes and expected outcomes of activities, as well as the issue of translating the instructions into practice, are important. In the pilot study, a number of parents saw these issues to be a source of difficulty, not throughout all papers, but in a sufficient number of cases to warrant review.

The amount of time to be devoted to formal education, indicated in the suggested timetables, approximates that of children in regular schools. While some variations exist between papers, in terms of the number and scope of activities set for a particular week, and clearly all children are unlikely to work at the same pace, home supervisors are required to ensure that adequate time is spent each week by the pupils. The pilot study revealed that interruptions and interfering factors existed in the home which at times made this difficult. Furthermore, where the parent was also the home supervisor, the dual role which was involved was reported, in some instances, to place pressures on parent-child relationships.

Another feature of the time requirements is that School of the Air lessons involve additional activities. While designed to complement and supplement those of the Primary Correspondence School lesson papers, they do involve extra time spent on-air and in preparation.

The amount of writing in which children are engaged is relatively large. In the pilot study, some home supervisors commented on this, and instances were identified where rewriting to a standard acceptable to the Primary Correspondence School teacher placed additional loads on children.

Reviews of the marking procedures of the Primary Correspondence teachers indicated that some variations existed, between papers across weeks, in terms of time required. On average, some 24 hours per week might be involved in marking alone. Additional duties for teachers comprised letter writing, the preparation of personal tapes, the review of pupil tapes, writing additional instructions to home supervisors, responding to requests for additional help, and providing remedial work. Clearly, the quality of the professional support by teachers is an issue of importance. While a review of some marked papers revealed that particular care was taken to provide effective support to pupils, the pilot study revealed several instances where home supervisors and children found difficulty in understanding comments on marked papers. Some variations in the nature and extent of the feedback were also reported.

Since the teacher tapes and pupil tapes are one means of overcoming the problem of interpersonal oral communication, these are clearly important. In the pilot study, some difficulties encountered by teachers in expression and in preparation of these tapes, were noted. It was also noted that some parents commented on the relative infrequency of these tapes and, for some, the time involved in reacting to them was seen to exceed benefits. On the whole, however, the teacher tapes were seen to have merit, despite some inherent problems, and subject area tapes were well received.

The types of feedback to children and home supervisors were seen to involve a deal of work. The nature of the comments seems to have been quite positive, and designed to motivate the child, sustain interest, and provide remediation for learning difficulties encountered. Feedback cannot readily provide either the home supervisor or the child with comparative information concerning performance, relative to a peer group. Models, and comparisons of work, are much more readily available to children in regular classrooms. The pilot study revealed that variations occurred in terms of the impact of feedback from the teachers on the children. The lack of comparative data on performance was also identified in the pilot study as an issue of concern to some home supervisors.

The access of pupils to resource material in the form of books, tapes and some other non-book materials to augment that of the home, can be expected to be of great importance to the education of children. The School provides many resources, and also provides a library service to supplement these. The pilot study revealed that the range of resource materials in homes, other than those provided by the School, varied widely.

Furthermore, not all children availed themselves of the library service. A problem was identified in that it was often difficult to obtain library material pertinent to particular lesson activities at the time when these activities were being undertaken. This is influenced by the fact that in most instances the Primary Correspondence School library holds only a maximum of five copies of any one book.

A number of implications for the education of the isolated children enrolled with any of the three Schools of the Air emerge. Firstly, not all children who could conceivably avail themselves of the provisions of these schools do so. Broadcast reception quality was noted to vary due to various kinds of interference for some periods of the year, and technical problems associated with the way transceivers were set up in the homes accounted for a number of instances of reception and transmission difficulties.

Reception and transmission quality, together with the extent to which children can hear the responses of other class members, have educational implications for the effectiveness of Schools of the Air lessons. Ability to receive relatively clear transmission from the School during major periods of the year is important.

From information obtained during the pilot study, it can be inferred that the amount of emphasis placed on various aspects of education varied among the three Schools of the Air. In the current investigation it was also found that some variation existed in emphasis placed on various activities. Furthermore, the range and scope of experiences presented in the lessons observed also varied among teachers at the School.

As was seen previously, lesson preparation was carefully undertaken in order to ensure that teaching time was effectively utilised. It was also seen that, in lessons, care was taken to ensure that profitable learning accrued and that pupil participation was as high as possible. Given medium constraints, the range and quality of activities were likely to promote effective learning. Lessons were so devised to supplement and complement learning undertaken in connection with the Primary Correspondence School papers. The extent to which oral communication and immediate feedback were emphasised were means by which the Correspondence School's offerings were supported.

VI

ISSUES FOR FURTHER INVESTIGATION

Whereas a deal of evaluative information is already available from both the current investigation and from that obtained in the pilot study, there are a number of issues about which it would be desirable to obtain additional information. Because the services of the various agencies are directed, in the main, to promoting effective education in the home setting, information about how well the recipients utilise these services is of prime importance. Information concerning this aspect was obtained during the pilot study, but because it was necessary to keep such a study confined in terms of both scope and numbers of people contacted, more comprehensive and reliable data could be sought with advantage.

Despite clear indications that agencies responsible for services to the children and home supervisors take great care in ensuring that these are as effective as possible, it may well be that the level of effective utilisation is not as high as anticipated. Further information therefore needs to be sought concerning actual utilisation.

In addition, more detailed analysis of such offerings as Primary Correspondence lesson papers and other resources, together with the quality of feedback given, could be undertaken with advantage. Similarly, Schools of the Air lessons could also be analysed in greater detail, both in terms of content and language.

Data about aspects of home settings, internal constraints concerning the provisions, and factors which inhibit the effective use of services, could be obtained. In further studies, services of the various agencies not examined in detail should also be undertaken. Among these are the services of the Schools of the Air other than Charleville, the special education support offered by the Isolated Childrens Special Education Unit and related special education services, and those of relevant projects of the Priority Country Area Program. Evaluation of the latter could well be incorporated, as is the case at present, in studies conducted by the Priority Country Area Evaluation Co-ordinator.

Other activities of the School, together with on-air lessons, were probably most effective in helping to promote peer interaction and group activities, and to provide enrichment. These activities were also likely to develop in the pupils a strong sense of identity with a school. One effect of the Schools of the Air was noted in the increased return rate of lesson papers of pupils concerned, compared with those of the Primary Correspondence School alone.

An indication of the expectations of parents and pupils concerning Schools of the Air lessons was obtained in the pilot study. For both groups the expectations were that lessons be both dynamic and stimulating. These criteria were clearly emphasised in the lessons observed.

The other services which cater for some of the Primary Correspondence School pupils are likely to have important implications for the quality of education received. Of these, the itinerant teacher service to families in the South West Priority Country Area Program region was seen to have beneficial impact. Other itinerant teacher services to those families reached might also be regarded to be similarly beneficial. Other services such as those provided through mini-schools and activity days also extend the scope of educational provisions. Some data on the effectiveness of these activities is being sought by the Priority Country Area Program Evaluation Co-ordinator. Similar data is also being sought on the Mobile Classroom.

The implications of all services for recipients are best gauged in terms of the extent to which, as a whole, the educational opportunities for the children concerned are enriched. One important feature is the co-ordination of the services through effective liaison among the personnel of the various agencies responsible for the provisions. A factor of importance is the extent to which the total range of provisions is either not available to, or not utilised by, all families.

Finally, the effectiveness of the utilisation of provisions for the isolated children enrolled with the Primary Correspondence School, supported by other agencies, is a function of both the quality and scope of the provisions, and the ability of families to utilise the services effectively.

Investigation of the service-utilisation components would best be undertaken using an evaluation design which incorporated the use of questionnaire, interview, observation and case study techniques. Both interview and observation procedures, together with the case study approach, were used in the pilot study on a limited basis. The pilot study demonstrated the value of these approaches.

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APPENDIX 1

Primary Correspondence School: Materials Provided on Loan to Pupils

YEAR 1

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McMillan, D., *P. M. Methuen – Instant Readers*, Kea Press, Wellington, 1970, 13pp.
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Murray, W., *Ladybird Series*, Ladybird Books, Loughborough, 1964, 1a – 3c, 52pp.
Piers, H., *Helen Piers Mouse Books*, Methuen, London, 1966, 16pp.
Randell, B. & Grant J., *Methuen Caption Books*, Methuen, London, 1966, 8pp.
Ridsdale, A. M., Curtis, M. P. & Eustelle, M., *Young Australian Language Stepping Stones*, Thomas Nelson, Sydney, 1969, 9pp.
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Schonell, F. J., *Happy Venture Playbook No. 1*, Oliver and Boyd, Edinburgh, 1971.
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Schonell, F. J. & Serjeant, I., *Happy Venture Introductory Reader*, Oliver and Boyd, Edinburgh, 1958, 28pp.
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Year 1 – other material

Cassette tape recorder
Casette tapes
Cuisenaire rods

YEAR 2

Clarke, W., *P. M. Advanced Reader Supplementaries*, Price Milburn, Wellington, 1970, 16pp.
Harper, C. & Papps, E., *P.M. Concept Science*, Price Milburn, Wellington, 1972, 15pp.
Johnson, F. C., et al (Ed.) *Endeavour Libraries*, Jacaranda Press, Milton, Queensland, 1973.
Piers, H., *Helen Piers Animal Books*, Methuen, London, 1968, No. 1–6, 16pp.
McInness, J. A. (Ed.), *Young Australian Basic Readers*, Thomas Nelson, Australia, 1966, No. 4–6, 57pp.
Murray, W., *Ladybird Series*, Ladybird Books, Loughborough, 1964, No. 5a – 6c, 52pp.
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Schonell, F. J., *Happy Venture Reader Book 4*, Oliver and Boyd, Edinburgh, 1971, 123pp.

Year 2 – other material

Cassette tape recorder
Cassette tapes
Cuisenaire rods

YEAR 3

Flowerdew, P. & Schonell, F. J., *Wide Range Reader Blue Book 1*, Oliver and Boyd, Edinburgh, 1971, 128pp.

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Year 3 – other material

Cassette tape recorder
Cassette tapes
Cuisenaire rods

YEAR 4

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Baillie, A., *Our Sunburnt Country*, Educational Supplies, Brookvale (Australia), 1970, 128pp.

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Year 4 – other material

Atlas
Cassette tape recorder
Cassette tapes

YEAR 5

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Year 5 – other material

Atlas
Cassette tape recorder
Cassette tapes

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Year 6 – other material

Atlas
Cassette tape recorder
Cassette tapes

YEAR 7

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Wills, L. A. and Smith, G. F., *Government Today* (Seventh edition), Social Studies Publications, National Library of Australia, 1973, 160pp.

Year 7 – other material

Atlas
Cassette tape recorder
Cassette tapes

Tullard, H. (Ed.), *Phillips Modern Commonwealth Atlas*, Ponsford, Newman, Benson, Ltd, Sydney, 1969, 72pp.
Issues to eldest child in family.

APPENDIX 2

Primary Correspondence School: Suggested General Timetables

SUGGESTED TIMETABLE – YEAR 2 (Monday to Friday)

9.00 – 9.15	Morning Session – Include Greeting, Prayer, Hymn, News, Experience Chart, Calendar. Talks to cover Manners, Health, Safety, Natural Science.
9.15 – 9.30	Language Arts – Speaking
9.30 – 9.50	Mathematics
9.50 – 10.00	Language Arts – Listening/Observing/Sounds (whichever appears in the day's program).
10.00 – 10.10	Language Arts – Reading – Introduction of new words or word activity.
10.10 – 10.30	Language Arts – Movement, Handwriting.
	Morning Tea and Outdoor Play
11.00 – 11.20	Mathematics
11.20 – 11.40	Language Arts – Reading
11.40 – 12.00	Mathematics
12.00 – 12.30	Language Arts – Story/Creative Writing/Drama (Whichever appears in the day's program).
	Lunch
1.30 – 2.30	Social Studies/Science/Handwork/A.B.C. Broadcasts/Movement to Music, etc.

Allowance has been made for Work Book Exercises to be completed in times allotted to subjects.

The times suggested are the *maximum* that may be required. Some days the child may cover the program in less than the allotted time. Other days, he may cope with the work in some sessions in less than the allotted time, and require a few more minutes in other sessions.

The above timetable is suggested. You may need to adjust it to suit your circumstances. If so, try to keep the same balance between the time allotted to maths and language arts as suggested above.

SUGGESTED TIMETABLE – YEAR 3

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 – 9.15	Morning Talks – Oral Expression – Lecturettes				
9.15 – 9.30	Spelling – Grade List – Personal List – Dictation				
9.30 – 10.15	MATHEMATICS Number – Numeration – Addition – Subtraction – Multiplication – Division – Estimation – Approximation				
10.15 – 10.45	LANGUAGE ARTS Reading – Phonics – Speech Training				
10.45 – 11.00	**Morning Recess**				
11.00 – 11.30	LANGUAGE ARTS Creative Writing – Word Study – Sentence Study				
11.30 – 12.00	MATHEMATICS Common Fractions – Decimals – Money – Problems – Sets – Measurement – Lines and Common Shapes – Graphs				
12.00 – 12.30	SOCIAL STUDIES People in Differing Environments				
12.30 – 1.30	**Lunch**				
1.30 – 2.00	LANGUAGE ARTS Creative Writing – Handwriting – Printing				
2.00 – 2.30	Art Imaginative	Music Around Us	Creative Language Arts Drama	Creative Language Arts Speech	Handwork
2.30 – 3.00	Art Creative	Singing Listening	Science	Science	Handwork

SUGGESTED TIMETABLE – YEARS 5, 6 and 7

Time	1st Day	2nd Day	3rd Day	4th Day	5th Day
9.00 – 9.15	Morning Talk – Spelling				
9.15 – 10.15	Mathematics (including daily drilling in Metric Tables, Basic Tables, Rule of Signs, etc.)				
10.15 – 10.45	Reading (Including 5 minutes Speech training daily)				
10.45 – 11.00	**Morning Recess**				
11.00 – 11.30	Mathematics (includes Equations and Number Sentences)				
12.00 – 12.30	Creative Writing	Reading and Spelling	Creative Writing	Reading and Spelling	Literature
12.00 – 12.30	Creative Writing	Social Studies	Social Studies Research	Social Studies	Science Activities
12.30 – 1.30	**Lunch**				
1.30 – 2.30	Recitation Language Development	Science	Reading	Literature	Social Studies Project
2.00 – 2.30	Social Studies (Reference Books)	Language Development	Creative Writing	Art and Handwork Music	Complete written work for P.C.S.
2.30 – 3.00	Free Reading	Music	Handwriting and Printing		

APPENDIX 3

Primary Correspondence School: Sample Lesson Papers

(The originals, on multi-coloured foolscap sheets, have been photo-reduced by 50 per cent.)

Year 1

Paper 1

MATERIALS TO PREPARE FOR PAPER 1.

FIRST DAY

(a) Collection of objects for threading. Refer to the lesson.

(b) Red, blue, yellow, and green paper. (Supplied in craft box.)

(c) Print the child's name correctly for display. (See Writing Sheet for letter shapes.)

SECOND DAY

(a) Sheets of newspaper for paper tearing.

(b) Large cardboard shapes of a circle, a rectangle and a triangle. (Cut from sheets supplied.) Pictures on Sheet A cut up.

(c) Paints for finger painting. Refer to Ideas Book.

THIRD DAY

(a) Objects for threading. Refer page 15.

(b) Pictures supplied below to be cut up.

(c) Pictures from Sheet B cut up.

(d) Paints and paper for pattern work.

FOURTH DAY

(a) Sheets of newspaper for cutting.

(b) 2 boxes or containers labelled LONG and SHORT.

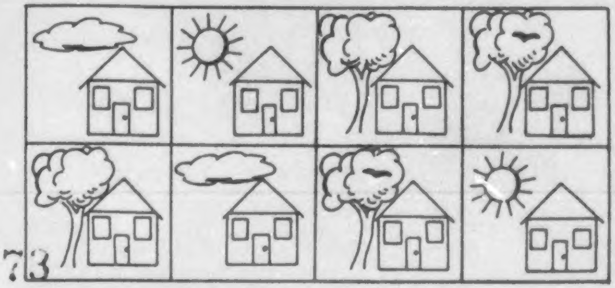
A collection of objects, some of which are long and others short. Refer to the lesson. (Second Session)

(c) Paints for finger painting.

FIFTH DAY

(a) Clay or dough for modelling.

(b) Paints for painting.



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PRIMARY CORRESPONDENCE SCHOOL
(Please keep all papers for future reference.)

YEAR 1 LANGUAGE ARTS PAPER 1

NOTE Often, the weekly paper will begin with a General Section which is to be read before commencing the First Day's work. The activities given in this General Section are to be used frequently throughout the week.

THEY MUST NEVER BE NEGLECTED.

General Section

INFORMAL TALKS

Conversation Time

When the opportunity presents, allow time for an informal chat with the child. The time for this will vary, depending on circumstances. Sometimes it may be early in the day - maybe an unexpected visitor arrived after school finished on the previous day or early that morning, or it could be about the new car which Daddy brought home after lunch. It may even be the news you received in a letter by mail that day, and about which you are both excited. These chats or discussions need last for only a few minutes. Do not put a time limit on them. They should be wholly informal and spontaneous.

Generally, these talks will occur out of school. Always be ready to turn any situation into a topic for discussion. Later, you will be making the child aware of the fact that some of these happenings could be told as news items, just as the newsman on the radio tells about things that have happened.

Nursery Rhymes

Each week, two Nursery Rhymes will be mentioned for special attention. You will find these in the collection of Nursery Rhymes enclosed. Suggestions are given there for ways in which these rhymes can be used.

Further ideas will be given from time to time in the weekly Papers.

(continued on next page)

General Section (Contd)

Nursery Rhymes (Contd)

Baa-Baa Black Sheep
Little Bo-Peep

This week, simply have the child move in time to the rhythm of the words as you speak or sing the rhymes.

Have him mime the action of looking for sheep in *Little Bo-Peep*.

Animals

MATERIALS: *Animal pictures below and any you can supply yourself.*

Talk generally about animals and the noises they make.

Say: *Pretend you are a bee. ...... What sound would you make?*

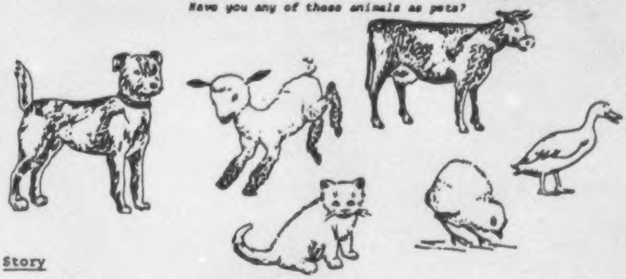
Sing *Old Macdonald Had a Farm* with the child.

Ask: *What animal sounds did you hear? Tell me the ones you remember. ...... Now listen while I sing.* (one verse only) ...... *What animal was that? ...... What sound does it make?*

Give the child the animal pictures. Sing the song again.

Say: *This time as you hear each sound, choose the picture of the animal that makes it. Place the picture on the table.*

Follow up by saying: *Choose the picture of the animal that makes the loudest noise. ... the softest noise ... the noise you like best. Have you any of these animals as pets?*



Story

For ideas, see page 3 of the story sheet at the end of the Paper.

Enrichment Box

In each of the first ten Papers, pages of extra activities have been included for those children who desire more work during the week. You may find these exercises useful at times when your Year One child needs to be kept busy working on his own. This section is called *Enrichment Box*. It is completely optional whether or not the child works these activities, but he is sure to enjoy them and benefit from the extra experience.

First Day

Introductory Session

See Time Table.

Conversation Time. Nursery Rhymes.

First Session

HANDWRITING

(a) Ball Play

Ask the child to practise throwing balls or bean bags into a basket, bucket, or box. Use a large ball or bean bag at first.

Have the child stand one metre from the target. As he copes successfully, reduce the size of the *target* and increase the distance from it.

(b) Threading

Collect and store in a box, objects suitable for threading, e.g., bottle tops, beads, pieces of macaroni, buttons, cotton reels, matchboxes, drinking straws cut up, curtain rings, pieces of strong card.

Thread on shoe laces, or string, or fuse wire, etc. Tie something on the end to hold the objects threaded, and invite the child to thread as he wishes.

Second Session

The child uses his senses of sight, hearing, touch, taste and smell to learn. We'll begin with some activities to help him use his sense of sight, i.e., - TO LOOK WELL.

OBSERVING

MATERIALS: Coloured cards - red, blue, yellow, green.

Take the colour cards and place them in front of the child, inviting him to name the colours. Give help if he needs it, e.g.,

This is red like a fire-engine.

Here is blue like the sky.

This is green like a tree.

..... yellow like a lemon.

Pick up the red card, say, *Tell me something else that is red like this card.*

(continued on next page)

First Day (Contd)

Second Session - OBSERVING (Contd)

Have the child match his card with as many red objects as possible, speaking as he does so, Our kettle is red. The bread bin is red. etc. You may need to say, *Are you wearing anything red? ... Am I? ... Good boy! There are red spots on my dress. ... Do you use anything red? ... That's right! ... Your pencil is red.*

Proceed in the same way with each of the other cards in turn. You may need to explain to the child that there are different shades of all colours, if he does not readily recognise a different shade of blue or a lighter tone of green.

Follow by handing him a book or magazine to find and match pictures of these four colours. (If possible, have an old magazine for this matching exercise, so that later the child can cut out the red, blue, yellow and green pictures as suggested in the Enrichment Box, page 2.)

Read this poem to the child:-

YELLOW

Of all the colours God has made
I like the pretty yellow shade -
The colour of canary wings,
Of baby ducks and fluffy things,
I think he must have spilled the sun
Upon the darlings, every one.

After you have read the poem, ask: *What was the colour of everything in the poem?*

Then: *I'll say it again. This time I want you to see all the things that are yellow. Listen. ...* (Naming two is a good response. More than two is very good.)

The person who wrote this poem likes yellow best of all the colours. Which colour do you like best? ... Tell me about it. ... Why do you like it? ... What does it make you think about?

This is the type of answer you might expect: I like red best because it is a bright pretty colour. ... It makes me think of my warm, woolly jumper and my big red ball. ... It reminds me of Daddy's tractor and the rides I've had on it. ... The red roof makes our house show up from a long way away.

Throughout the week, incidentally check on the child's quick recognition of the colours of objects around him.

LISTENING

Activities that develop the child's ability to identify and recall sounds are an important learning experience and a lot of fun for him.

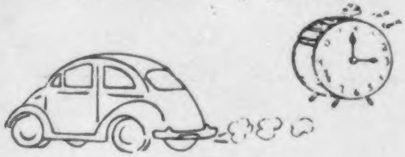
Listen to sounds inside and outside the house. Choose a time that suits. Any moment an unexpected sound is heard, stop and say, *What made that sound?*

(continued on next page)

First Day

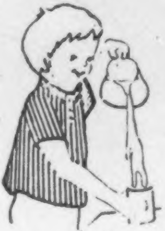
Second Session - LISTENING (Contd)

Here are sounds the child might note:-



a clock ticking
a passing car
steps along the verandah
a dog barking
a door closing
a plane overhead

On the table, place a sheet of paper (newspaper is suitable), a rotary beater (or an empty tin containing pebbles), water in a jug, and a cup.



Have the child watch and listen while you:

(a) tear the paper;

(b) turn the beater (shake the tin);

(c) pour water from the jug into an empty cup.

Next, allow the child to perform each of the above actions in any order, saying: *Listen for the sound you make as you (e.g.) tear the paper.*

Have the child turn his back. Make one of the three noises and ask: *What did I do to make that sound?*

Repeat with the other two sounds.

Should the child be unable to identify any sound, immediately have him turn round and watch, while you or he makes the sound again.

Third Session

READING - Picture Talk, Cover Picture.

One of the first steps towards reading is having the child *read* pictures. Through *reading* these, he learns to answer questions and to talk in sentences.

Indicating the picture on the cover, say: *Look at the picture.* (Don't hurry him. Give him time to enjoy what he sees.) ..... *Is there something you'd like to tell me about it?*

If he does not respond quickly, comment: *Is it a happy picture?* ... *Why is it?* ..... *What do you see in it?*

Be prepared for any answer he may give you, such as: I see a boy. ... I see a boy and a girl. ... Our swimming pool is bigger than that. ... I couldn't swim in that little pool.

Praise his efforts.

(continued on next page)

First Day (Contd)

Third Session - READING (Contd)

To help his reading of the picture, continue questioning along the following lines: *How would you feel if you were that little boy (or girl) in the pool?* .....

I'd feel happy. ... I'd be happy. ... Good responses.
I'd be having fun. ... I'd be wet (or cool). ... Very good responses.

If you were with the children in the picture, what sound would you hear as the little boy poured the water from the bucket?

Be ready to accept such answers as: a splashing noise ... a running water sound ... splish, splash. (All good answers.)

Go on to talk about the toys.

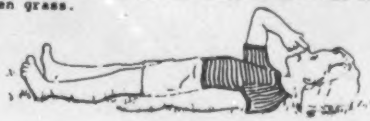
Do you think that's a real duck? ... *Are there any other toys?*

Later in the day, the child might like to draw these toys.

Fourth Session

Body Parts

Allow the child to lie on the floor or on a mat or outside on the soft green grass.

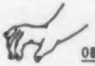


Invite him to touch various parts of the body as you say: *Touch your hair.* ... *Touch your ears.* ... *(eyes, nose, mouth, top of head, neck, arms, fingers, legs, knees, feet, and toes)*

Extend this activity by saying: *Lift your arms.* ... *Raise your legs.* ... *Lift one arm.* ... *Lift one leg.*

Repeat with the child sitting, kneeling or standing.

All around us are things we touch or that touch us. Examples are the spoons and forks with which we eat, the chairs on which we sit. The sense of touch helps a child identify the shape and the fuel of different objects and textures.



OBSERVING - Touching Time

This activity is to be taken outside. The child will need to be barefooted. Have him walk on the grass.

Ask: *How does the grass feel?*
He may answer, *soft* or *hard*.

(continued on next page)

First Day Contd

Fourth Session - OBSERVING (Contd)

According to the way you observe he walks, continue: *Does it feel prickly? ... Does it tickle? ... Is it cool?*

Repeat, having the child walk on pebbles, sand, earth, mud, etc.

In your discussion following each activity, try to have him use the words:-

tickly grass, sharp stones, rough stones, smooth pebbles,
hot sand, slushy mud, and so on.

Return inside. Have the child feel the surface of the table or desk where he works.

Ask: *How does the table feel? ...* Possible replies are: *It feels hard. ... It feels smooth.*

Invite him to feel the material in your dress or his shirt.

Say: *Does it feel hard like the table or chair? ... Tell me how it feels.*

Repeat with different materials.

WORK BOOK | RECORD

Fifth Session

LISTENING

Listen while I say a rhyme:-

What says a duck with a yellow back?
A yellow duck says, "Quack, quack, quack."

Did you like that? ... I'll say it again, and I want you to clap as I say each quack. ...

Would you like to do it again?

Repeat with the following two rhymes in turn.

The bee is helpful in what it does,
It kisses the flowers and says, "Buzz, buzz, buzz."

What says a cow when she looks at you?
A brown-eyed cow says, "Moo, moo, moo."

First Day Contd

Fifth Session - LISTENING (Contd)

All children respond to rhythm. Chant and clap as the child listens.

Clap, clap, clap your hands,
Clap them everyone.
Clap, clap, clap your hands
Clap your hands for fun.

Repeat, inviting the child to join with you, and again for a second or third time so long as he is enjoying the activity.

Now let's walk in time as we chant and clap.

Have him return to his chair.

Listen to my clapping pattern and join in.

As you clap, say the words in rhythm using *and* to show the pause.

Clap, clap, clap *and* clap, clap clap *and* ...

Continue for no longer than twenty seconds whether the child has mastered the idea or not. Change then to:-

Clap, clap *and* clap, clap *and* ...

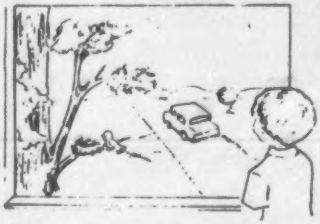
Now LISTEN for the different ways in which I'm going to tell you how to walk.

Use your voice to suggest the rhythm and method of walking as you speak the words over and over. If necessary, do the actions with him. Stop before he tires.

1. Walk, walk,
   Walk, walk, walk.
2. Walk around the room ...
   Walk around the room ...
3. Walk very fast ...
   Walk very fast ...
4. Walk ... slowly ...
   Walk ... very ... slowly ...

   (Speak softly.)
5. Walk on your tip toes ...
   Walk on your tip toes ...
6. Walk to me and stop.
   Sit down on your chair.

OBSERVING - Memory Game



Say: *Look out the window. ... Look for a while. ... Come back now and tell me what you saw.*

(Make sure that from the window, at least five different things are obvious.)

Question, if necessary, to help the child give as full an answer as possible, e.g., *Did you see anything big out there? ... Did you see anything bigger/smaller than it? ... Was there anything near it?*

First Day (Con'td)

Fifth Session (Con'td)

HANDWRITING - Child's Own Name

Print the child's name clearly and neatly as shown below. Show it to him and ask: *Have you seen this before? ... What is it?*

John

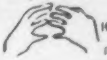
Tape to the table where the child can enjoy looking at it and reading it. Let him trace over the letters with his finger as he says his name.

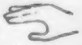
NOTE: A writing sheet accompanies this Paper. Always take care to make your letters as shown on it, so the child will not see wrongly formed letters.

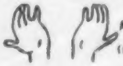
Sixth Session

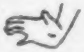
HANDWRITING - (a) Finger Play

Say and do the actions of this verse with the child.

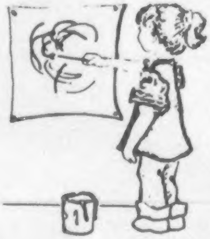
1. 
Here is a ball.
(Curve fingers into a ball.)
I keep it on the shelf.

2. 
I can toss it.
(Motion of tossing.)

3. 
And catch it,
(Motion of catching.)

4. 
And bounce it myself.
(Motion of bouncing.)

(b) Scribbling



Attach a large sheet of newspaper to a board sloped against the wall, or to the wall itself at the child's eye level. If you wish, you may use a blackboard and soft chalk.

Have the child stand well back. An arm's length distance allows for large confident movements.

Use large, soft tools such as thick lumber crayons, chalk, charcoal or large paint brushes.

Invite the child to make big patterns to fill the sheet.

Second Day

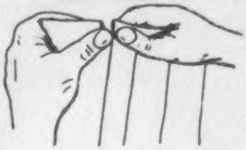
Introductory Session

See Time Table.

REMINDER: Watch for an opportunity today for CONVERSATION TIME.

First Session

HANDWRITING - (a) Paper Tearing

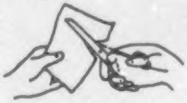


To start, have the child tear along lines - the column lines of a piece of newspaper. Show him how he may control his tearing by keeping the thumb and first finger of each hand close together as he tears. Next, have him trace a large circle (use a dinner plate as a template) and then tear out this shape.

(b) Scissors

Give the child a piece of paper he can easily hold and let him cut. Aim to improve his control by the following:-

Demonstrate:
1. squeezing gently, and
2. reopening the scissors (not too wide),
3. directing the blades back into the line of cutting.



Second Session

OBSERVING - Shapes

MATERIALS: *20 cent coin; large cardboard shapes of circle, rectangle, triangle; pictures provided (Sheet A).*

The child must be helped to note that shapes - circles, rectangles, triangles - are all around us.

Begin by having a 20 cent coin on the table. Point to it and ask: *What shape is that? ... (Good boy, it is round.)*

Read the poem, *Round is a Pancake.*

Round is a pancake
Round is a plum
Round is a doughnut
Round is a drum
Round is a puppy
Curled up on a rug
Round are the spots
On a wee ladybug.
Look all around
On the ground, in the air
You will find round things
Everywhere.

(continued on next page)

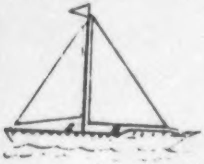
Second Day (Contd)

Second Session - OBSERVING (Contd)

Can you think of anything on Daddy's car that is round? ...

Yes, the wheels are round, and so is the steering wheel.

Continue: *How is the table-top different in shape from the coin? ... Yes, it has straight sides. ... Look around you. ... What else has the same shape as the table? ... the door ... the window ... the book ... that's right!*



Direct the child's attention to the illustration of a sailing boat.

Say: *Look at a sail. ... Has it straight sides? ... Is it the same shape as the table-top? ...*

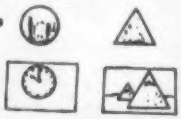
Take the cardboard shapes. Say: *Pick up a shape - any one you like. Look around. ... Find an object the same shape. ... Take your shape to it.*

Repeat with the other shapes.

Then give the child the collection of pictures. (Sheet A). Say: *Put every picture under the shape that it matches.*

When he has finished, put questions such as these:

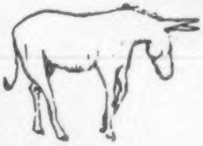
Why did you place the clock there? ... Why is the mountain there? ... and so on.



LISTENING - Movement and Rhythm

The woolly sheep has wandered far
It's lost, and calls, "Baa, baa, baa."

What says a rooster looking at the view?
A farm-yard rooster says, "Cock-a-doodle-doo



The funniest sight I ever saw
Was a donkey who said, "Hee haw, Hee haw."

Second Day (Contd)

Second Session (Contd)

LISTENING - Movement and Rhythm (Contd)

Read one of the rhymes on page 11 while the child listens.

Then say: *This time as I say the rhyme you clap at the animal noises.*

Repeat with the other two rhymes.

Next, invite the child to join with you to say the rhymes and clap as he says the animal noises.

Now introduce, as on the First Day, this rhythmic pattern:-

Clap *and* clap *and* clap *and* clap -----

As the child picks up the rhythm, allow him to continue on his own. Join in again as soon as he falters.

Repeat the patterns of the First Day.

Continue by inviting him to hop in various ways. Remember to let your voice suggest his movement.

1. *Hop to the door - hop, hop, hop, -- hop, hop - hop --*
2. *Now do little hops - little hops, hop, hop, hop, little hops, --- quick hops, hop, hop, hop, quick hops, --- STOP.*
3. *Let's do* big *hops, heavy hops, heavy hops,* big *hops, hop, STOP.*

Third Session

HANDWRITING

(a) Finger Play - My Ball

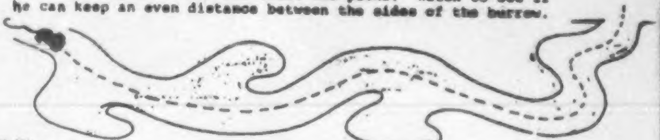
(b) Tracing (page 4 of the Story, *"The Goat Boy."*)

Invite the child to help the animals get out of their burrows.

Have him trace with his index finger along the tracks from left to right. Note if he is able to avoid the dead-ends. Ask him to imagine there are similar winding burrows in the classroom and to find his way along them.

Return to the sheet.

With his crayon now he will trace the paths. Watch to see if he can keep an even distance between the sides of the burrow.



Second Day (Contd)

Fourth Session

Body Parts

Today ask the child to locate various parts of the body on a favourite doll or teddy bear.

Say: *Point to Teddy's arms. --- Show me Teddy's mouth.* etc.

Read this poem to the child suiting your actions to the words:-

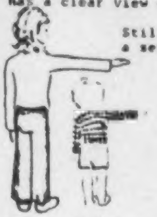
My right hand is my busy hand,
It can paint and write and draw,
It can be very useful too
To lift things from the floor.

* * * * * * *

But when there is some heavy work
That I just have to do -
Why then I use my two hands,
My left and right hand, too.

At the second reading invite him to do the actions with you.

Be sure to stand beside the child and slightly in advance so he has a clear view of you.



Still with the child standing beside you, give a series of quick commands.

Put your right arm up.
" " " " down.
" " " " out.
" " " " down.

Put your left arm out.
" " " " down.
" " " " up.
" " " " down.

Put your right foot out.
" " " " back.
Lift your right foot up.
Put " " " down.

Lift your left foot up.
Put " " " down.
" " " " out.
" " " " back.

Fifth Session

READING - Soon We'll Read

Take the copy of "Soon We'll Read" and read and discuss the title. (Point to each word as read.)

Draw the child's attention to the boy and girl depicted. Say, *They are inviting you to join them to find out that every page will give you much to think and talk about.*

Let the child handle the book now and remark on how we care for it by, e.g.,

(a) having clean hands when handling it;
(b) placing the book flat on the table;
(c) turning the pages from the top right-hand corner to avoid tearing.

(continued on next page)

Second Day (Contd)

Fifth Session (Contd)

READING - "Soon We'll Read" (Contd)

Before opening the book at page 1, talk with the child this way:-

Yesterday was a fine sunny day. What did you do? ... Was I there? What did I do? ... Was Daddy there? ... Were all the family there? or any other relevant questions.

Turn to page 1.

Allow the child to look at the picture as a whole and just enjoy it.

Then invite him to tell you something about it.

He may say: *I see a boy with a bat. ---- There is a baby.*

Encourage him to go on talking by saying:

Is there anything else you can tell?

If he asks questions about anything in the picture, answer him.

When he has finished, ask him to give names to the three children.

Then you could ask questions such as the following:

What is Mummy doing?
What is Daddy going to do?
Who is going to play with Daddy?
What game are they going to play?
If you were (girl's name) tell me something you'd say to (baby's name).

(Good answers would be:- Do you want to come with me? --- What would you like to do? --- Will I take you for a walk? --- Will we take the dog too? --- Do you want to see the pretty flowers? --- Come and see the bird. --- Will we go and watch Daddy and (boy's name) play?)

Where is the kitten? ---- What is it doing? ---- Why do you think it chose that spot?

(Possible answers: A kitten likes to sleep in warm spots. It just wants to be with everybody.)

How would the lawn feel if you walked on it in bare feet?

After yesterday's experience, the child could be expected to answer:

Soft ... Cool ... Prickly ... Tickly.

Direct attention to the dog and the cat. Question:

Would the dog's hair feel soft?
Would the cat's fur feel soft?
Which would feel softer?

Now the baby.

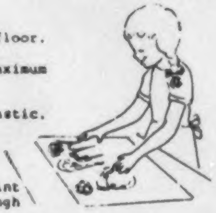
How would its skin feel? ... Do you think it would be softer than Daddy's? Why would it?

* * * * * * *

Second Day Contd

Sixth Session

HANDWRITING - Finger Painting



Let the child work at the table or on the floor.

Use large sheets of paper or plastic for maximum working area.

Place large blobs of paint on the paper/plastic.

Say: *Now spread the paint to cover the paper.*
Use your fingers and hands.

(The child will enjoy the "feel" of the paint as it is pushed, squashed, and combed through his fingers.)

Third Day

Introductory Session

See Time Table.

Reminder: CONVERSATION TIME.

First Session

HANDWRITING

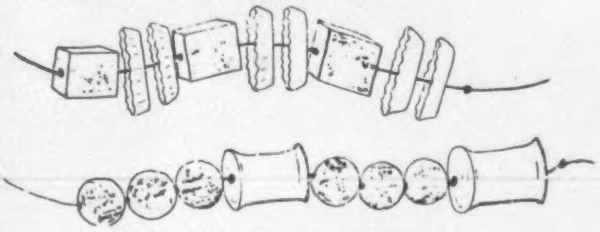
(a) Ball Play

Today have the child practise throwing and catching a ball. As before, alter the distance the child has to throw as he improves in this skill.

For the first attempts at catching, have the child stand reasonably close to you. The gap between you will widen as he gains skill.

(b) Threading

Today put out two kinds of objects. By threading these alternately, the child can make a variety of patterns, e.g., bead, bottle top, bead, bottle top; 2 beads, 1 bottle top, 2 beads, 1 bottle top.



WORK BOOK RECORD

Third Day Contd

Second Session

OBSERVING - Matching

(a) MATERIALS: *Pictures supplied on the back of the chart.*

Today we have an activity with a matching game.

Take the 4 pairs of simple pictures.

Say, *Can you sort the pictures into matching pairs? ....*
Good. --- Do it. --- Are you smart enough to
say how the first pair is different from the
second pair? --- I think you are!

Repeat with comparison of 2nd and 3rd, 1st and 4th, etc.

LISTENING - Movement and Rhythm

Repeat the clapping activity with a selection of the animal rhymes from the First and Second Days. The child will now be ready to join in saying and clapping to the animal sounds.

Revise the three rhythmic patterns.

Allow the child to repeat any rhythm that he particularly likes.

Return to the walking exercise of the First Day.

Today, vary the ways you wish him to move.

Introduce jumping.

1. *Be a kangaroo. Jump to the door - jump, jump, keep on jumping, jump ----*

2. *Jump on the spot - jump like a jumping jack, jump up high, high ----*

3. *Jump round the table (chair) - jump and jump and round you go ---*

Now do big jumps, slow jumps, long jumps *--- little jumps, tiny jumps, joey jumps, jump, jump, jump.*

Third Session

OBSERVING - Matching (Colour)

MATERIALS: *"Soon We'll Read" and Sheet 8.*

Have page 1 of "Soon We'll Read" ready.

Using the blue and yellow cards, say:-

Choose a card. --- What's its colour? --- How many blue (or yellow) things can you find on this page?

As the child indicates each object, comment:-

Yes, the bird cage IS blue. OR The girl's socks ARE blue.

If he is using the yellow card, the comment could be:-

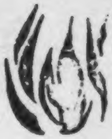
Yes, the girl's hair IS yellow. OR The table IS yellow.

(Continued on next page)

Third Day (Contd)

Third Session (Contd)

OBSERVING - **Matching** (Colour) (Contd)



Turn to "Soon We'll Read" page 2.

Say: *~~Move your hand down the left side of the page~~*
until you come to a red picture.
What is it? ... Why are fire engines red? ...
Move your hand across to the house. What colour
is it? ...
Look at the flames. Are they all the same colour? ...
What colours are they? ... Is any other part of the
picture on the right, red? ...

Let the child tell you now about things that are usually red and things that are usually green.

Place the red square and the green square in front of the child.

Give him the collection of uncoloured pictures. (Sheet B)

Say:- *These pictures are of things that are usually red or usually green. Put together the pictures of the objects that would be red and the ones you think would be green.*

The child takes the pictures and sorts them according to their colours. He may arrange them in any way he wishes, e.g., rows columns, or around the appropriate colour square.

Tell me about one of the green things.
Look at all the green pictures again. ...
Now close your eyes.
Can you remember the names of 2 ... 3 of them?

Repeat with the red card, varying the latter part of the activity by asking him to name the picture removed while his eyes were closed.

HOME SUPERVISOR Time should be taken to have the child tell why he placed the pictures where he did. It is important he have a reason for his placement, e.g., he could place the apple under both green and red and give the explanation that some apples are green and some are red. It would be quite correct to place a banana under the green if he explained, "*I have seen green bananas.*"

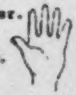
WORK BOOK | EXERCISE A

Third Day (Contd)

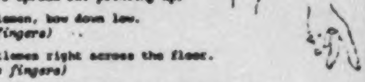
Fourth Session

HANDWRITING - **Finger Play**

Another verse to enjoy. Do the actions together.



See the little gentlemen, standing in a row.
(ten fingers spread out pointing up)

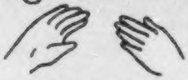


Bow little gentlemen, bow down low.
(bend ten fingers)

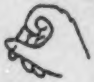
Walk little gentlemen right across the floor.
("walk" the fingers)

And don't forget, gentlemen, please to close the door.
(give one soft clap on "close")

LISTENING

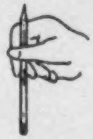


Have the child watch and listen while you clap your hands 3 or 4 times.



Have the child watch and listen while you click your fingers 3 or 4 times.

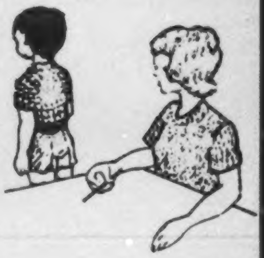
Ask: *Which sound was louder - the clapping or the clicking?*



Again have the child watch and listen while you click your fingers, then tap with a pencil on the table.

Ask: *Which sound was louder this time - the clicking or the tapping?*

Next, make the three sounds for the loudest sound heard to be chosen.



Have him turn his back.

Tap the pencil and ask:-

What did I do to make that sound?

Repeat with the other sounds.

Reverse roles. Give your answers in sentences which will assist the child in further language development, e.g.,

That was the pencil tapping on the table.
It reminded me of a bird pecking at a tree.

OR

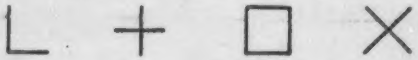
That was clapping which I like to do when I hear music.

Third Day Contd

Fourth Session (Contd)

OBSERVING - Matching

(b) MATERIALS: Matchsticks.



Using matchsticks, set up these figures for the child to copy with his loose matchsticks. Have him repeat each figure several times.

If he fails to reproduce a figure correctly, have him trace over it with his finger and discuss the placement of the matchsticks.

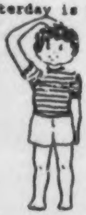
Lastly, briefly show one of the figures. Cover, and request the child to match it. Uncover and compare.

Repeat for each of the figures.

Fifth Session

READING - "Soon We'll Read"

Have the child join in as the poem given yesterday is repeated with actions. - *"My right hand is my busy hand ...."*



Say: *Let's see what a good listener you are.*
Do as I say. For example,

Hold up your right hand.
Put your right hand on your head.
Put your right hand on your knee.
Hold your chin with your left hand.
Put your left hand behind your back.
Touch your nose with your right hand.

Turn to page 1 of "Soon We'll Read".

Say: *Touch the cat. It is on the side, the left side of the picture.*
Touch Mummy. What side is she on? ... The baby is on the left side of the picture.
Move your finger from the baby to the boy.
He is on the right side of the picture.
Where is his hat? ... the tree? ...

LISTEN and do as I say:

Move your finger from the cat to the dog.
" " " " " baby to the girl.
" " " " Mummy to the boy.
" " " " the door to the tree.

Turn now to page 2 and the first row.

Cover rows of pictures and opposite page not under discussion.

(continued on next page)

Third Day (Contd)

Fifth Session - READING (Contd)

Talk in detail about the car, the service station, the colours. Try to get answers in sentences.

Look at the car. What colour is it? —— Who is driving? —— Where is it going? ......

Look at the service station. What does the man sell? ..... Is he busy today? ... What colour is the service station? .....

Look at the car again. Where is it going? ... How do you know? ... Yes, Daddy is driving his car to the service station to get some petrol. Put your hand on the car and drive it to the service station.

Treat the picture of the bee and the rose in the same way.

> HOME SUPERVISOR - Only one page will be talked about at a time so a large piece of cardboard or paper will be needed to cover pages or parts not being studied.

Indicate the fire engine.

Ask: *What is it? ... Where is it going? ... Why is it in a hurry? ...*
What colour is it? ... Why do you think it is red? ...

Direct the child to the picture on the right. Say:

What is happening here? ... How do you know the house is on fire? ...
Yes, you can see the flames and the smoke.
How will the men put the fire out? ...

As before, link the two pictures by questioning:-

Where is the fire engine going? ...

Say: *Touch the fire engine. Be one of the firemen and drive it across to the fire.*

Deal now with the last row of the page.

Have the child "read" this page telling what is happening in each row as he sweeps his hand across the page, e.g.,

The blue car is going to the service station.

Sixth Session

READING - "Soon We'll Read"

Turn to page 1 of "Soon We'll Read".

Begin: *Do you remember what you told me about this picture on day ......?*
Do you remember telling me that the kitten likes to sleep
in a warm spot? (for whatever the child had told)

(Continued on next page)

Third Day Contd

Sixth Session - READING (Contd)

Continue along these lines:

It looks quite pleased with itself, doesn't it?
When you are pleased with yourself, you laugh.
What sound do kittens make when they are happy? ... Make that sound.

Tell the child to look at the bird in the cage.

Say: *What kind do you think it is? ... What colour is it? ...*
Pretend you are that bird and sing.
Why is the bird in a cage?

(Be prepared for a variety of answers Praise what he tells.)

There's another pet for us to talk about.
What is it? ... When do you think it is watching? ... Why do you think so?

Likely answers could be:- It wants to go for a walk with (girl's name) and the baby.

It is waiting for Daddy and (boy's name) to go to play cricket.

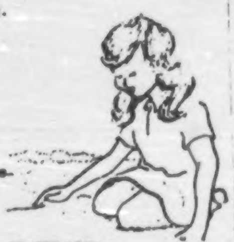
Continue.

What time of day is it? ... Why did you say it was (morning, etc.)? ...
What day do you think it is? ... Why do you think so?

A good answer could be: Daddy isn't working.

HANDWRITING - Painting Patterns

MATERIALS: *Sheets of paper, paint, brush.*



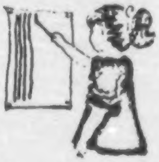
Have the child make large strokes from top to bottom of a sheet.

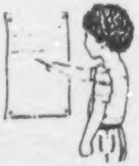
On another sheet, have him make large strokes across from left to right.

Encourage him to fill the sheets.

Next have the child combine these strokes on one page.

Note - These lines could also be drawn in the wet sand with a finger or a hard, fine stick.





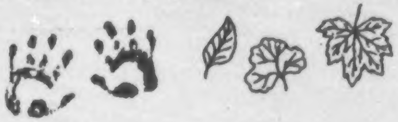
WORK TO BE RETURNED

(Continued on next page)

Third Day (Contd)

Sixth Session - HANDWRITING (Contd)

Have him introduce variety with hand prints made by painting his hand and pressing it on to the page. He may wish to use other objects, e.g., leaves, lids, and the like for creating and printing a pattern on this background.



Fourth Day

Introductory Session

See Time Table.

Conversation Time.

As suggested on First Day, have informal chats with the child whenever the opportunity arises. Encourage him to express his thoughts clearly.

First Session

HANDWRITING - Cutting

Take a portion of a page of newspaper (advertisement sheets are best) approximately 15 cm long.

Have the child cut it up into "roads".

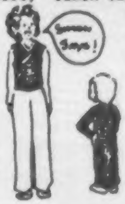
Second Session

LISTENING

Begin again with the poem. (Second Day) *"My right hand ......"*

Play "SIMON SAYS".

Explain to the child he may not do what you say unless he hears, "Simon Says" first.



For example, Simon Says hold up your right hand.
" " " " " left hand.
Put your hands down.
Simon Says put your hands down.

Give commands such as these:-

Hop on your right foot.
Bend your left knee.
Tap your right toes three times.
Swing your left arm to and fro. Stop.
Touch your left ear.

Add - jump - hop - clap - walk, etc.

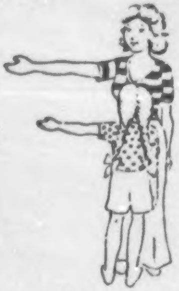
WORK BOOK | EXERCISE 8

Fourth Day (Contd)

Second Session (Contd)

OBSERVING

In a box, have a collection of objects - some of which are long and others short, e.g., *a long pencil and a shorter one.* Other suitable objects include *string, wool, cotton, paper, sticks, ribbons, socks,* - in short, any articles found around the home, as long as there is a noticeable difference in length between the articles.



To commence this activity, hold out your arm and say:

Look at my arm. Is it longer or shorter than yours? --- Look at your arm and mine.

(Compare arms by placing side by side.)

What did you find out?

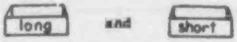
Be ready for one of these answers:

Your arm is long. --- My arm is short.

Compare the length of your index finger with the child's little finger.

Continue: *My pointing finger is long.*
Your little finger is short.

Label two boxes or containers:-



Say: *I'm going to ask you to place all the articles you think are long in this box and all the short ones in this box. I'll begin. You finish.*

Sort two articles saying as you place them in the correct boxes:-

This is long. --- This is short.

When the child has sorted the articles, take two pieces of wool, one from each box, and place them side by side.

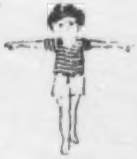
Pointing, ask: *Which piece is longer?* OR *Which piece is shorter?*

Use other materials from the boxes in the same way.

WORK BOOK EXERCISE C

Third Session

HANDWRITING



(a) Balancing

Use a painted line on the floor or make one with chalk.

Say: *Pretend you are a tight-rope walker and walk along that line to me.*

(continued on next page)

Fourth Day (Contd)

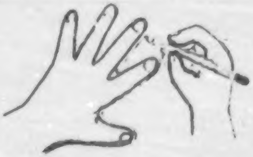
Third Session - HANDWRITING (Contd)

(b) Finger Play

As on Second Day.

(c) Tracing

Have the child trace around his spread hand. First have him trace the outline with his finger - then with his pencil. Make sure he realises the hand must be held firmly on the paper. Invite him to move his hand to another part of the paper and repeat the activity. This may be done until the paper is fully covered.



Lines with curves and sharp angles can be drawn on the floor or the ground for the child to run along.

Fourth Session

LISTENING

MATERIALS: *Saucepan and Lid, eggbeater placed on the table.*

Invite the child to listen to the sound of you walking.

Walk to the table.

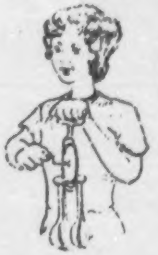
Did you hear that walking sound?

Pick up the lid and place it rather noisily on the saucepan.

Would you like to make that sound now?

Turn the eggbeater a number of times quickly and noisily.

You have a turn.



Tell the child to close his eyes or turn his back, while you make these 3 sounds - place the lid noisily on the saucepan; walk to the table; turn the eggbeater.

Say: *I made three sounds, didn't I?*
What was the first one I made? ...
Yes, that's right. I put the lid on the saucepan.
What sound did I make next? ...
You did listen carefully.
You heard me walking.
What was the last sound I made? ...
That's right! I turned the eggbeater.

(continued on next page)

Fourth Day (Contd)

Fourth Session - LISTENING (Contd)

Open page 1 of "Soon We'll Read", first row.

Say: *Show me who could make the walking sound.*

Can you tell me the colour of the object that Mummy used to make the banging sound?

WORK BOOK RECORD

Fifth Session

READING - "Soon We'll Read"

Turn to page 3 of "Soon We'll Read".

Have the child touch and name the page. - *Page three.*

Each picture will be discussed as fully as possible and the objects named. Try to get the information from the child. Do not tell him unless absolutely necessary.

Cover rows of pictures not under discussion.

Draw the child's attention to the first picture.

Ask: *Who do you think this is? ---- Yes. I think it's someone's Mummy.*
She is wearing something extra. Point to it.
Do you know what it is? ---- I wonder what she's going to do.
Perhaps the second picture will help you.
What do you think she is going to put in that saucepan?
Where will she put it to cook the food in it?
Is my stove like that?
Would you like to try to make up a story these three pictures are telling?

As the child tells his story, have him run his hand under the pictures.

A good story would be:

Mummy went to the kitchen.
She put the vegetables in a saucepan.
She put the saucepan on the stove.

Work in a similar way with the second row of pictures.

Direct the child's attention to the third row of pictures.

Question: *What is the boy doing?*
Why does he look excited?
Where is he going to ride his scooter?
Why has the scooter a bell?

(A scooter may not be a familiar toy. Discuss how it is ridden. Have the child imitate the ring of its bell.)

Remember to have the child tell the story of the three pictures, running his hand across the page, as he does so.

WORK BOOK RECORD

(continued on next page)

Fourth Day (Contd)

Fifth Session - READING (Contd)

Treat the fourth row similarly.

On completion of the fourth row, return to the first row and have the child move his hand along under the pictures in each row as he "reads" them. This reinforces the left to right idea of reading.

Further work - take now or later.

Invite the child to pretend it is nearly dinner time, saying:

I'm that Mummy in the picture and you're going to help me prepare dinner. What will we do first? ---- next? and so on.

Good suggestions from the child would be:-

Put on an apron.
Get the saucepans ready.
Take food out of the refrigerator.
Wash the vegetables.
Set the table.

Suggest to the child that he pretends to do one of those activities and you will try to guess what he has done.

Reverse roles.

Continue along these lines:

If your favourite food was being cooked, what would it be? ---- Would it taste sweet? ... sour? ... salty? ... spicy?
Could you smell it cooking?
What do you like to smell?
What don't you like to smell when it's cooking?

HOME SUPERVISOR Tasting and smelling lead to talking, and descriptive words such as delicious, sweet, salty, smooth, crisp, can be introduced as you talk with the child about food either when eating together or preparing it.

Before putting the book away play a game:

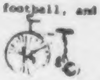
Let's think about all the toys this little boy might own.

When he names one you repeat it and add another.

He repeats what you have said and adds a third.

Continue, until either you or he fails to recall accurately the sentence just spoken or until toy names run out.

Example:- CHILD: The boy has a scooter.
H.S.: *The boy has a scooter and a football.*
CHILD: The boy has a scooter, a football, and a tip truck. *and so on.*



Fourth Day (Contd)

Fifth Session - READING (Contd)

The game could be played at other times listing, e.g., toys for the baby, gardening tools for Daddy, things in Mummy's kitchen.

NOTE:- The whole family could enjoy this game any time you are together.

• • • • • • •

LISTENING

Invite the child to supply the last word of each line of familiar Nursery Rhymes.

Say the rhyme, pausing for the child to complete each line.

Example,

Little Bo-Peep has lost her ____________,
(child)
And can't tell where to find ____________,
Leave them alone, and they'll come ______,
And bring their tails behind ____________.

Sixth Session

HANDWRITING - Finger Painting

Prepare a sheet of paper by printing the child's name clearly in correct lettering on the page before he begins painting. Make the small letters at least 3 cm high. Black pencil or biro will not run when painted over. Today use two colours.

See how many ways you can use your fingers and hands to make different patterns.

When the painting is finished the child's name will still show through the paint. Have him finally trace over his name with his finger so that it stands out clearly in his pattern.

Fifth Day

Introductory Session

See Time Table.

Reminder: CONVERSATION TIME.

First Session

HANDWRITING

(a) Ball Play

Revise the skills introduced this week.

(b) Threading

Continue the activities of the First and Third Days.

Fifth Day (Contd)

Second Session

Body Parts

Have the child identify parts of the body according to function by saying:-

Tell me the part of your body you use to see with.

Then put the question for a sentence answer

Good. What do you do with your eyes? -

I see with my eyes.

Parts used to hear, run, smell, and taste will be similarly identified and sentences formed.

LISTENING

Today have the child say the poem, "*My right hand ....*" and do the actions himself.

Play "SIMON SAYS".

Further commands:-

Spin round to the right. •
Walk like a duck. •
Do big jumps to the door. •
Walk like a tightrope - walker along that line. •
Stretch up as high as you can.
Pat the top of your head.
Join in clapping with me, clap and clap and ....

Third Session

HANDWRITING

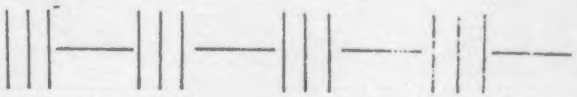
(a) Finger Play

Say the two finger plays for the week.

(b) Matching

MATERIALS: *Matchsticks, crayons and paper.*

Use matchsticks to set up a pattern for him to copy, first with his matchsticks and then with his crayons on paper.



Fourth Session

READING - "Soon We'll Read"

Have the child tell a short story about the picture on page 1.

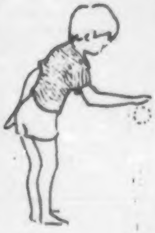
Look at the picture. Think of all the things we've talked about. ... Now tell a little story about this family.

Fifth Day (Cont'd)

Fifth Session

OBSERVATION - Mime

Pantomime actions that are familiar to the child and ask him to identify them, saying:-



Do you know what I am doing?

Watch me well.

Do you know what I am doing?

See if you can tell.

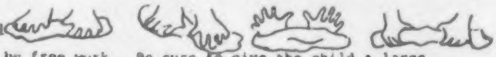
Examples:- combing hair, putting on socks, eating.

Reverse roles.

HANDWRITING

(a) The child can practise writing his name in sand, with chalk or water on a blackboard, crayons or paint on paper.

(b) **Modelling**



This can be free work. Be sure to give the child a large amount of clay or dough to work with. Let him enjoy finding out what he can do with his hands - ROLL, POUND, PRESS, MOULD, PINCH, POKE, PAT, SQUEEZE, MAKE PATTERNS and SHAPES.

Modelling is a valuable exercise for strengthening arm, wrist, hand, and finger muscles.

Sixth Session

HANDWRITING - (c) Drawing/Painting - Things I Like To Do

Talk about what he likes to do first. Have him select one or two things he would especially like to draw to show his teacher. Use page 6 of the Work Book.

WORK BOOK | EXERCISE D

---oo0oo---

ENRICHMENT BOX

The suggestions given in this section are to be used as time and opportunity arise during the week. They form a valuable part of the child's pre-reading and pre-writing experience.

Water Play

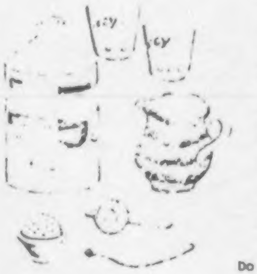
Only a small quantity of water is needed - a washing bowl/ otherwise a bucket.

Lay several sheets of newspaper or an old towel to act as a blotter.

MAKE CLEANING UP PART OF THE GAME.

This week the child will enjoy the varied experiences of pouring.

MATERIALS: *Several different sized plastic containers,* (some clear, some opaque);



teapot, jug, (If possible choose some for relation in volume, e.g., two of these cups fill the jug.);

plastic funnels, (Cut the top off a plastic detergent or bleach bottle.);

objects with holes in them, (bottom half of the detergent bottle with holes pierced at various levels.);

colander, rose of a watering can,

tea strainer, pierced plastic hosing,

lengths of hose.

Do not introduce all of these to the child at once. Two would be enough for the initial activity. You will know when he is ready to experiment with more.

Allow him to play freely.

If, e.g., after the colander has been added, the child neglects to use it, remark:-

Wouldn't you like to try pouring through this?

While the child is playing, question about what he is doing and encourage him to talk about what he has found out.

Enrichment Box (Contd)

Be ready with a comment or a question that will lead the child to widen his experiments, e.g., *How many times did you fill the cup with water from this full bottle?*

As he is pouring through the tea strainer, comment:-

That water isn't coming through very fast.
Would it pour faster through anything else you have there? Try.

Have the child explore things that sink or float or stay partly submerged - such things can be found around the house or collected on walks - leaves, metal objects, matchsticks, feathers, sponges, stones, buttons, corks, etc.

Talk about what he notices.

Which things float?

Which things sink?

Why does ------ float/sink?

Are they heavy? .... light? .... small? .... large? ....

or is it something else that makes them float or sink?

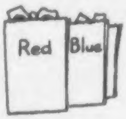
Which fill more quickly, shallow dishes, or deep jars?

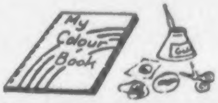
Sand Play

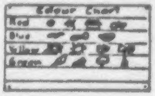
If there is no sand pit, put sand in a washing-up bowl or a large kitchen tray. Sand can be wet or dry, each consistency providing quite different experiences. For dry sand the equipment will be much the same as for water play. Add a coarse comb or a toy rake. Various sized spoons, cartons, patty pans, pre-pack trays with patterned and ridged bases will be useful for wet sand play.

Colours

When the child has matched his colour cards to pictures in a magazine, have him cut out the pictures, sort them into colours and keep them in labelled packets. These can be used later when he makes a Colour Chart or his Colour Book.



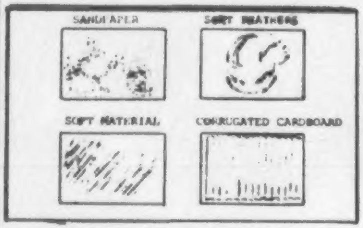




Enrichment Box (Contd)

A Feeling Board

Take a piece of stiff cardboard or 3-ply approximately 40 cm by 30 cm.



Take 2 pieces of the same material (approximately 5 cm square) until you have 8 pieces in all. (see illustration) Attach one of each set to the cardboard or 3-ply. Store the other four in a packet - for matching (by feeling only) with those attached to the board.

(Some materials such as feathers may need a backing sheet.)

Have something handy to cover the child's eyes while he is doing the matching.

Say, *Run your fingers over one of the materials on the board. --- Is it smooth? ---- It is. Feel in your packet. Take the one which feels most like the one you felt on the board. Place it on that one. Remove your blindfold. See if you picked the correct one. ---- How do they both feel?*

Repeat until all cards have been matched.

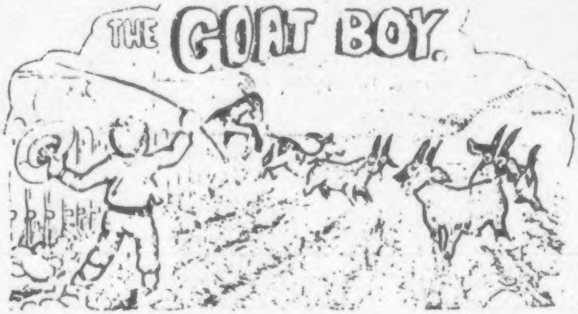
Finally ask:-
1. *Which one felt the roughest?*
2. *Which one felt soft?*
3. *Which one did you like feeling most? Why did you?*
4. *Who would use the roughest one?*
5. *Where would it be used?*

> A number of these boards should be prepared for future use. The child will be able to use them without your help and do his own checking.

This is a most useful activity because it not only develops the child's sense of touch, but it also provides experience needed to improve his use of language.

Here are other materials which could be used when doing this activity:- *macaroni* (cut into small lengths or uncut); *sponge; wire screening; used matches; cellophane paper; crumpled alfoil; rice or other cereal grains; scouring pad; foam plastic; tree bark; plastic; corduroy; old face cloths; all sorts of materials.*

PAPER 1.



Once upon a time there was a little boy who lived on a farm.

His father had a flock of goats.

Each morning the boy drove the goats to a hillside to feed.

One day the goats jumped over a fence into a field of turnips.

The boy tried to drive the goats out, but they would not go.

So the boy sat down on a stone and began to cry.

Mr Rabbit came along.

"Hello, little boy. Why are you crying?" said Mr Rabbit.

"I am crying because I can't drive the goats out of the field."

"Ho! if that's all, I'll do it," said Mr Rabbit.

So he tried to drive the goats out of the turnip field, but they would not go.

Then Mr Rabbit sat down on a stone and began to cry.

Pretty soon, along came Mr Fox.

"Hello, Mr Rabbit, why are you crying?" said Mr Fox.

"I am crying because the boy cries.

The boy cries because he can't drive the goats out of the turnip field."

"Ho, ho! If that's all, I'll do it," said Mr Fox.

So he tried to drive the goats out of the turnip field, but they would not go.

Then Mr Fox sat down on a stone and began to cry.

Soon Mr Wolf came along.

"Hello, Mr Fox, why are you crying?" said Mr Wolf.

"I am crying because Mr Rabbit cries.

Mr Rabbit cries because the boy cries.

And the boy cries because he can't drive the goats out of the turnip field."

"Ho, ho, ho! If that's all, I'll do it," said Mr Wolf.

So he tried to drive the goats out of the turnip field, but they would not go.

Then Mr Wolf sat down on a stone and began to cry.

While they were all sitting on the stones crying, little Mrs Bee came buzzing along.

"Hello, Mr Wolf, why are you crying?" said Mrs Bee.

"I am crying because Mr Fox cries.

Mr Fox cries because Mr Rabbit cries.

Mr Rabbit cries because the boy cries.

And the boy cries because he can't drive the goats out of the turnip field."

"Buzz, buzz, buzz! If that's all, I'll do it," said Mrs Bee.

Then Mr Wolf and Mr Fox and Mr Rabbit and the boy all stopped crying.

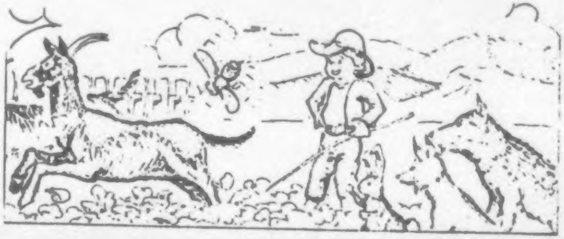
They began to make fun of Mrs Bee.

"You! You can't do it!" they all cried.

Little Mrs Bee said nothing.

She flew into the turnip field and stung Great Big Billy Goat.

Out of the turnip field ran Great Big Billy Goat and all the other goats after him.



"The Goat Boy" (tape)

1st Day - Listen on tape.

2nd Day } Home Supervisor tell story. Be creatures crying.

3rd Day } Join in and be the boy.

4th Day - Listen on tape.
Join in if he wants to - being any or every character.

5th Day - Question (to build up story sequence)

1. *"Why was a little boy crying?"*
2. *"Which animal came along first?"*
3. *"When Rabbit couldn't drive the goats out of the turnip field, what did he do?"*
4. *"When Mr Fox and Mr Wolf couldn't drive the goats out of the turnip field, what did they do?"*
5. *"Who drove the goats out of the turnip field? How did Mrs Bee do this?"*

You may now ask the child to tell the story in his own words.

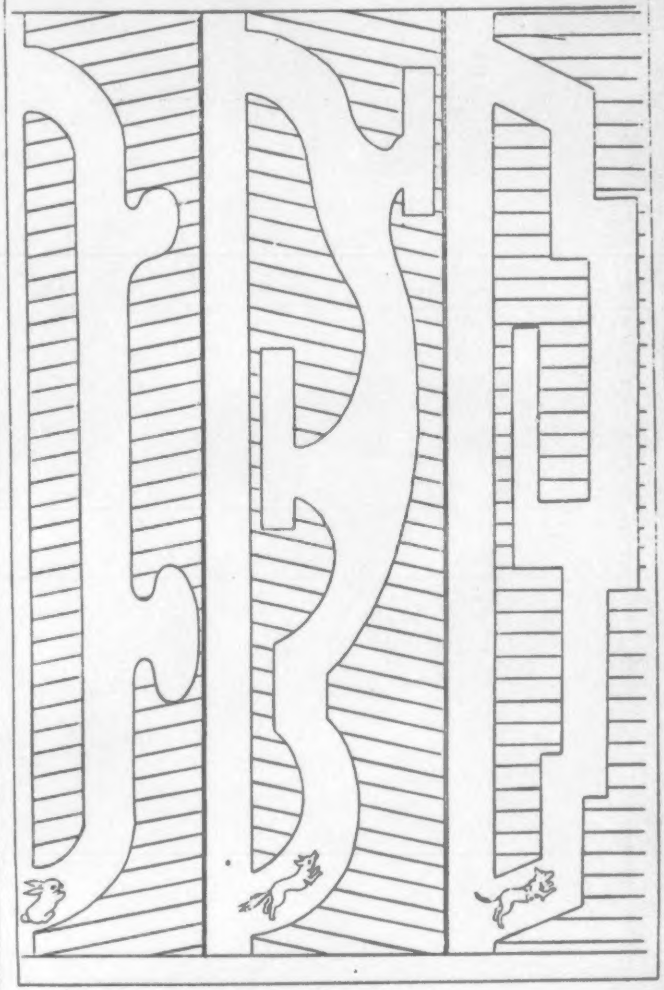
* * * * *

"Teddy Bear" by L.H. Allen

Teddy Bear
Sat on a chair,
With ham and jam
And plum and pear

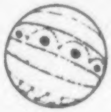
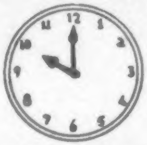
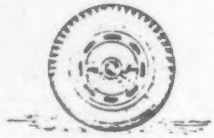
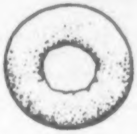
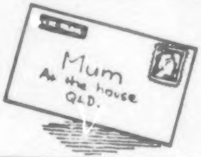
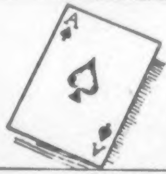
"This is queer,"
Said Teddy Bear,
"The more I eat
The less is there!"

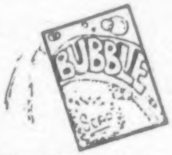
Turn your page. Show how the animals find their way out of the burrows.

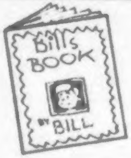


Sheet A

Second Day Paper 1

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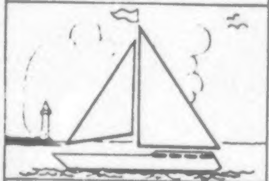
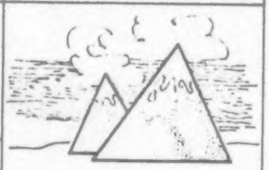
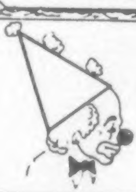
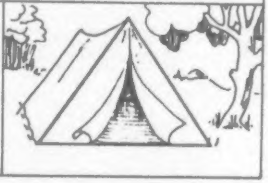
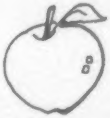
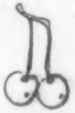
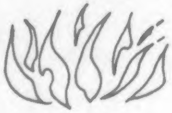
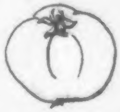
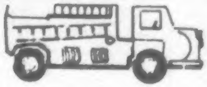
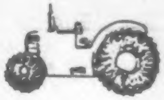
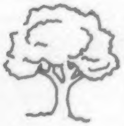
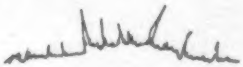
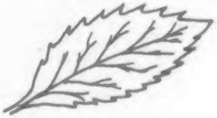
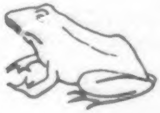
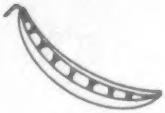
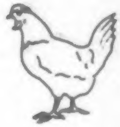
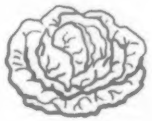
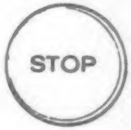
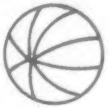
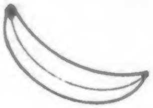





Sheet B

Paper 1

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PRIMARY CORRESPONDENCE SCHOOL

YEAR 6

MATHEMATICS

PAPER 13

This paper reviews all the work you have covered so far this year. No new work is taught on this paper, but you should revise thoroughly all the work taught on previous papers.

If you cannot do any of these examples, please try to find out HOW to do them. Refer to your previous papers, or ask your Home Supervisor. So that your Teacher will know, work in pencil, those examples in which you are having trouble.

WORK TO BE RETURNED FOR CORRECTION

A. Read each question carefully. Tick the answer which you consider correct:

1. Round off 204 660 to the nearest thousand.

   A. 200 000; B. 200 400; C. 204 000; D. 205 000.

2. Which number is larger than 3.046?

   A. 3.045; B. 3.039; C. 3.100; D. 3.014.

3. Which number is less than 1.020?

   A. 1.035 B. 1.100 C. 1.039 D. 1.014

4. In the number 86 469, the 6 on the right is what relation to the 6 on the left?

   A. $\frac{1}{100}$; B. 100 times as large; C. $\frac{1}{10}$; D. 10 times as large

5. The base of our Hindu-Arabic system is:

   A. 1; B. 5; C. 10; D. 100.

6. In the number 3.60

   A. Six is in the hundredths column; B. Six is in the tenths column

   C. Six is in the one's column. D. Six is equal to six hundreds,

7. 5.5 is equal to:

   A. Five and five hundredths; B. Five and five tenths;

   C. Five and one half; D. Both B and C; E. None of those.

8. $9^{\triangle} \times 9^{4} = 9^{12}$, $\triangle$ = A. 3; B. 14; C. 8; D. 4.

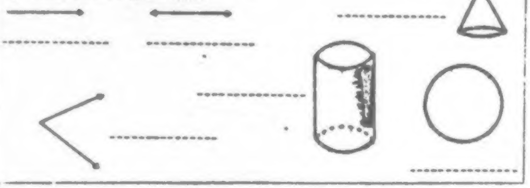
9. What is the smallest number I must add to 1 728 to make it exactly divisible by 5.

   A. 3; B. 2; C. 7; D. 8.

10. 15_{six} in Base ten notation is;

    A. 10; B. 30; C. 11; D. 12.

B. 1. Name each diagram below.

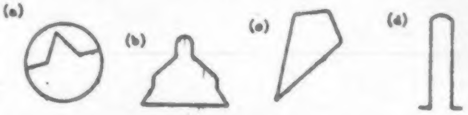


WORK TO BE RETURNED FOR CORRECTION (Contd)

B. (Contd)

2. Each angle of an equilateral triangle is equal to _____ degrees.
3. (a) How many sides has a quadrilateral? ____________

   (b) How many angles has a quadrilateral? ____________
4. What is the sum of the measure of the interior angles of a triangle? ____________ degrees.
5. What is the name given to the axis of symmetry of an equilateral triangle? ____________
6. How many axes of symmetry has an isosceles triangle? ____________
7. Draw in the axis on symmetry in each figure below.



C. (a) If Set A = {2, 4, 6, 8, 10, 12} and

Set B = {0, 3, 6, 9, 12, 15}

Are the following true or false? Write T or F.

1. A = {even numbers to 12}. ( )
2. B = {odd numbers to 15}. ( )
3. 5 ∈ A.
4. 12 ∈ B. ( )
5. {6, 12} ∈ A. ( )
6. {3, 6, 9} ∈ B. ( )

(b) Draw the Venn Diagram for;

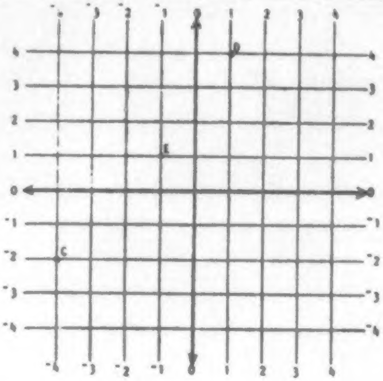
A ∪ B	A ∩ B

D. Estimate without full calculation.

1. Does the answer to [illegible] + [illegible] lie between 1 and 2 or 2 and 3? ______
2. Is the answer to .3 × .4 greater than or less than 1? ______
3. Does the answer to 6.7 − .07 lie between 6.6 and 6.7 or between 6.0 and 6.1? ______
4. Is the sum of .8 + .4 + .6 + .2 greater than or less than 3? ______

WORK TO BE RETURNED FOR CORRECTION (Contd)

E.



1. Mark in A (3, ⁻4) B (⁻3, 3)
2. Give the co-ordinates of C (,)
D (,)
E (,)

F.

Complete these questions on the dimensions of Rectangles and Squares.
Remember:- L = Length; B = Breadth; P = Perimeter; S = Side; A = Area.

Rectangle

L	B	P	A
9 m			72 m²
	11 cm	46 cm	

Square

S	P	A
	16 cm	
8 m		
		81 m²

G.

Complete:

1. 8 × 6 + 7 = .
2. 61 ÷ 8 = .
3. $\frac{1}{3}$ of = 8.
4. 9 + (× 6) = 27.
5. × 7 = 91.
6. cm in 0.5 m. ____________
7. hr in 2 days 6 hr ____________
8. 1.4 kg × 3 = ____________
9. grams in 1.4 kg = ____________
10. litres in 1.3 kℓ ____________

WORK TO BE RETURNED FOR CORRECTION (Contd)

H.

Written Exercises

All written exercises to be entered in your exercise book and returned for correction.

Show working of these exercises in your book.

1. 27 816 + 32 154 + 91 732 + 26 + 27 152
2. 79 142 - 38 697
3. 283 × 79
4. 5 920 ÷ 24
5. (7 852 + 850 + 473 - 6 078) × 14

I.

1. $3\frac{1}{6} + 1\frac{3}{8}$
2. $3\frac{1}{3} - 2\frac{7}{9}$
3. $1\frac{5}{6} \times 2\frac{2}{11}$
4. $3\frac{1}{6} \div 6\frac{1}{3}$

J.

1. 68.27 + 43.987 + 16.208 + 6.217
2. 8.617 - 4.063
3. 24.9 × 8.7
4. 33.03 ÷ 9
5. 36.5 ÷ .5

K.

1. 6 400 g + 260 g + 1 273 g (Answer in kg)
2. 28.7 m - 14.67 m
3. 2.9 g × 7
4. 17.28 ℓ ÷ 8
5. How many 20 cm rulers can I make from 4 m of plastic?

L.

1. \$1.53 × 7 - ☐ = \$3.42
2. Find "a" if (\$6.27 - \$2.43) × 23 = a.
3. Find the cost of 126 m of timber @ 24c per metre.
4. What number multiplied by 16 will give the same product as 48 times 57.
5. Mary bought a pen and three books for \$4.40. The pen cost \$2.15. What was the cost of one book if all the books were the same price?

PUPIL'S NAME: ______________________________

P.C.S. TEACHER'S NAME: ______________________________

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PRIMARY CORRESPONDENCE SCHOOL
(Please keep all papers for future reference.)

YEAR 3 **SOCIAL STUDIES** PAPER 8
Unit 1·8

RULES

Children who play games must know the rules. You may need only one or two rules to play tiggy. More rules are needed for other games such as tennis or cricket. Have you ever tried to play a game without following the rules? What would happen if you did? Would you like to play a game of cricket with your friends if they did not follow the rules?

Do you get out of bed when you are called each morning? Before you eat, do you wash your hands? If your father were asleep, would you wake him to tell him something unimportant?

There are rules that govern all our actions, both in the home and outside it. Wouldn't it be thoughtless and inconsiderate to wake your father if he was asleep? If you came to the table with dirty hands, you would be breaking a rule of cleanliness. It would not be courteous, polite, or good for your health to eat this way. There are "home rules" which you learn very early in life. There are rules your parents have so that you will become a more thoughtful child in the home or in the company of your friends and relatives. Why are rules like this necessary? When you are at home, what are some of the rules your parents expect you to obey? Why? Discuss these rules with your home supervisor. Should you run around corners? slam doors? speak out of turn? jump up and down on your bed?

Many rules are made to protect us or our belongings. Can you think of any rules that are made to protect people in the home from the dangers of electricity?

* * * * * * *

There are certain things, too, that you should always do for your home supervisor. When you handle your books and exercise sheets, are your hands always clean? Would you leave your exercises where they could become soiled? Do you listen when you are spoken to? By being considerate and thoughtful, you make the task of your teachers easier and happier, don't you?

* * * * * * *

We learned in an earlier lesson that people living in groups were in a community. There are many rules a community has which make living this way more pleasant. If your neighbour lived near you, would you throw fruit skins or papers into his yard? Would you enter your neighbour's yard if he were not at home? Would you share your toys and books with a friend if he visited you?

* * * * * * *

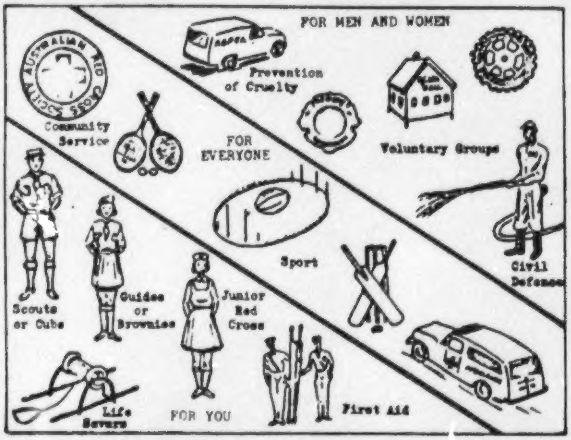
In each community, there are rules made for people's safety. Policemen are people who help us to keep rules so that we will be safe at all times. The work of the police is not only to help us to keep the law. They have many other responsibilities. Some policemen direct the traffic in busy streets. Their other duties include testing drivers before giving them licences, to make sure that all motorists can drive safely; helping to find people who have become lost; patrolling the streets at night; and solving crimes. A very special group of policemen travel to the schools to teach the children road safety rules. Transport is very important to the work of the police force. Some policemen walk. Others travel on motor cycles or in cars. The water police use launches, and the mounted police ride horses. Did you know that women may enter the police force?

MORE ABOUT YOUR COMMUNITY

People who live in the same district form a community. Each person in the community has his own special work to do. The job of every person is very important, because it helps the other members of the community to have all the things they need.

EXAMPLES: The postman brings mail, the farmers and graziers provide food, railway workers help to provide transport. Others who help us are doctors, dentists, and nurses. Mothers, who look after their homes and families, are very important community workers.

There are many other ways to help the community. Perhaps your mother is a member of the Queensland Country Women's Association (Q.C.W.A.), or of the Red Cross. Men may join organizations such as the Lion's Club, Rotary and Apex. These clubs do very important work in the community. Because they do not receive pay for their work, we call them Voluntary Groups. Some Voluntary Groups help the old people of the district, perhaps by cutting their lawns, painting their houses, helping them with their shopping and reading to them or writing letters for them if they are blind. Other groups help the local schools to buy library books and sporting equipment, and some groups build playing fields and parks. Children have their own groups, such as the Girl Guides and Brownies, Boy Scouts and Cubs, Junior Red Cross and many Church clubs.



Now try to find out these things about your community, your district and your State:-

What is the name of your nearest town?

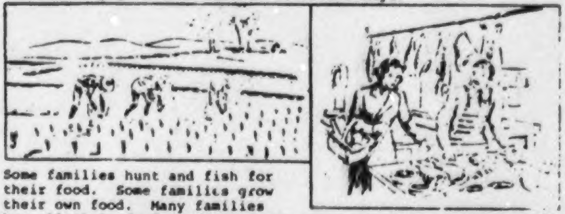
What is the name of your district or shire?

What is the name of the chairman of your shire, or
your local Member of Parliament?

Your town or district is part of a State of Australia in which you live. What is the name of your State?

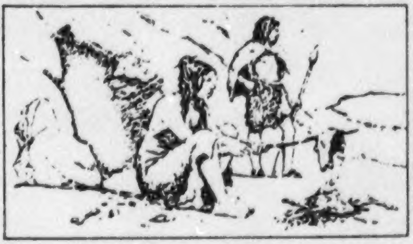
For your home supervisor, name two or three of the main kinds of work done in your district.

When you studied Paper 4, you learned about some of the foods which we eat. Each person in the world needs food to eat. Families may get their food in different ways.

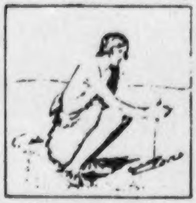


Some families hunt and fish for their food. Some families grow their own food. Many families buy all their food in shops. How does your family obtain food? The ways that families get food often depend on where they live.

Perhaps you would be interested to know how people obtained food many thousands of years ago. In those days, most of the people lived in the part of the world that we now call Europe or Asia. They did not know how to grow crops or build houses or make cloth. Their homes were caves, and at night the door of the cave was blocked up with logs or big stones to keep out wild animals. Sometimes a fire was kept burning outside instead. These people made their tools and weapons of stone. They made axe and spear heads by chipping bits of flint, and they used sharp stones as knives.



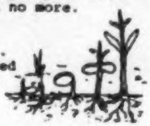
This period of time is called the "Stone Age". Can you work out why it is called this? The Stone Age people must have been very clever, because they also made baskets of rushes (thin stemmed plants growing near water), and clay pots in which to cook and store their food. To make fire they rubbed two pieces of wood together, in the same way as the Australian Aborigines did.



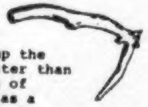
Because these people did not plant seeds or grow food, they had to look for food when they needed it. Sometimes they looked for food all day long. Every member of the family had to do part of the work of finding food, and each one did what he could do best. The women and children gathered the fruit and seeds of wild berries and grains. The men hunted wild animals and birds with the stone weapons they made. Other foods which they looked carefully for were fish, nuts, roots and plants. The type of food they could find depended on the place and the season. Families had no homes, but moved about constantly in their never-ending search for food. Life was very hard, and only the very best hunters and their families could hope to survive.

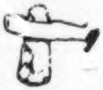
To get food, these people had to know where animals could be found, and how to catch them; where certain plants and berries grew and the time of the year when they were ready to eat, and which plants were poisonous. They learned these things from day-to-day, and from information passed down through the family from one generation to another.

Would you like to have been a member of one of these families? Do you think you would have had three meals a day, at the same time every day? You would have found that these early people ate whenever they were hungry and could find food. When food was scarce, they might go hungry for many days. When food was plentiful, they ate until they could eat no more. There were no special times for meals.



At last, these people learned to plant seeds. Seeds that had been collected for food were spilled by accident on the ground. The sun shone and the rain fell on them, and soon the person who had spilled them noticed that growing from that spot were the same kinds of plants from which he had collected the seeds. Stone Age man had discovered that plants grow from seeds! The people now used their sharp sticks to break up the ground before planting seeds of wild grains and other food plants. Life became a little easier, because now they did not have to move round so much to find food, so they built shelters from animal skins and branches near to where they grew their plants.

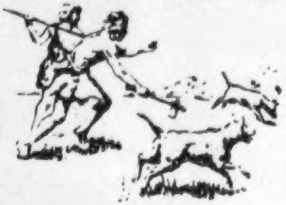


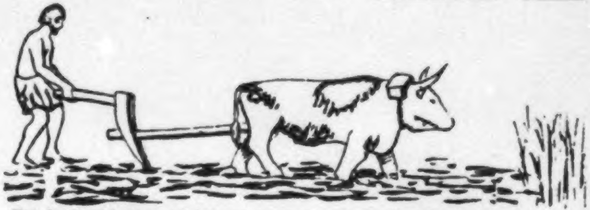


Many years later the Stone Age men invented the hoe. No one really knows exactly how this was done. Perhaps someone picked up a sharp rock and used it to break up the soil. He found that it broke up the soil better than the stick had done. He may have got the idea of tying a stone to the stick. Using the stick as a handle made the job of breaking up the soil easier. As time passed, these people discovered how to make a curved sickle to cut off the heads of grain, and they learned how to use rocks to grind grain into flour from which they could make a kind of bread. Some early peoples simply chewed the kernels of grain.

How do you think we know some of these things about the people who lived so long ago? Some of the tools they used have been found buried deep in the earth. Men who have gone to special schools to learn about such things have been able to study these tools and find out something about the ways in which people lived so long ago.

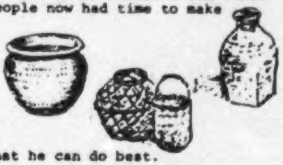
By this time, the people were growing more food than they could eat, so now they learned how to save food. Perhaps they watched the bees storing honey, or squirrels storing nuts for the winter, and this gave them the idea of saving their own spare food. They poured the grain into holes in the ground, or into large clay jars which they made. Dogs were tamed, and taught to protect the families, and to help hunt wild animals. Some people caught baby animals and kept them. These animals grew big, and they were used for food. The men no longer needed to go hunting so often. Now that people could grow their own food and rear their own animals, the families could live in one place without moving around.





Men kept thinking of better ways to get food. They made a big wooden plough from part of a tree, and taught the oxen to pull it.

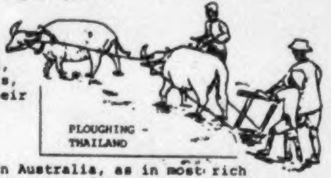
A plough broke up the ground faster than a hoe could, so that a farmer could plant more seeds. He now produced more food than he could use, enough to feed other families and still have plenty for his own. Some people now had time to make extra jars, baskets and pots. They found that they were very good at making these things, but were not good at growing grain or rearing animals. The people who liked farming were not usually good at making things. The Stone Age people had now discovered that all workers have more goods if each person does what he can do best.



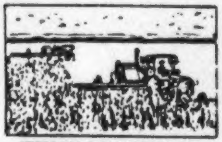
Now the people learned to buy and sell. They did not use money as we do. The people who made things gave their extra goods to the farmers. What would the farmers give them in return?

*** *** ***

In some ways, farming is the same now as it was long ago. Farmers still plant seeds to grow grain and other crops. Crops still need soil, sunshine and water. Farmers still raise animals for food. In some places of the world, farmers still use hand tools, and have animals to pull their ploughs.



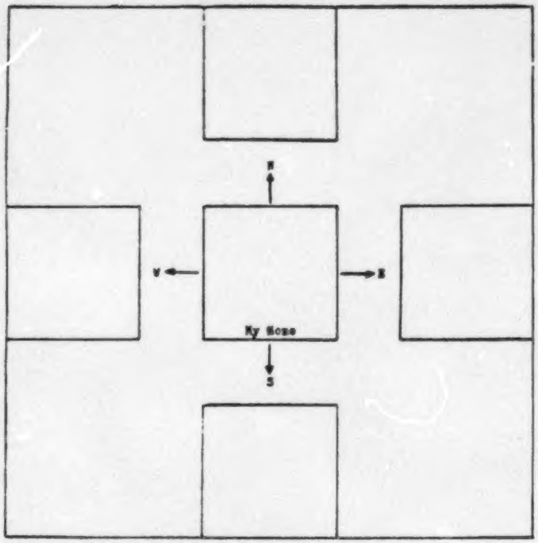
PLOUGHING - THAILAND



WHEAT HARVEST - AUSTRALIA

In Australia, as in most rich countries, farmers have tractors to pull their ploughs. They can plant crops with a machine and harvest them with another machine. Machines work very quickly, so that farmers can have very large fields. Farmers can now grow food for many people, even people in other countries.

DIRECTIONS, MAPS and PLANS


N
W
E
S
My Home

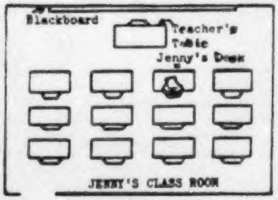
Draw a little picture in the middle square for your home.

Draw pictures, with captions, to show places to the north, south, east and west of your home. In some directions you might see buildings; in other directions you might see landforms.

* * * * * * *

Do you know the four main directions from your bedroom? Are you able to say which is the east wall, which is the south wall, and so on? How will you find out?

* * * * * * *


Blackboard
Teacher's Table
Jenny's Desk
JENNY'S CLASS ROOM

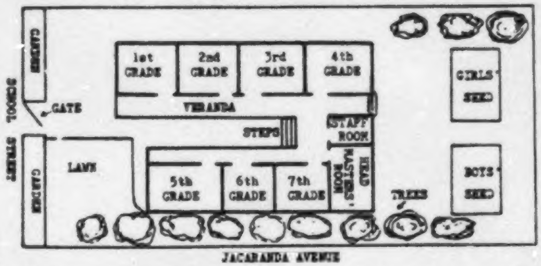
It is easy to draw simple plans and maps of places you know well. Jenny is a little girl in Third Grade at a school in Brisbane. Here is a plan of her classroom. It is drawn as though we could see it through the roof.

Jenny's mother looked at the plan and said, "I can see that you sit at the third desk in the first row."

Jenny's friend, Jill, sits at the second desk in the third row. Write Jill's name on her desk.

DIRECTIONS, MAPS and PLANS (contd)

This plan shows Jenny's school, the garden and the grounds, as though we were looking down from a helicopter.


GARDEN
SCHOOL STREET
GATE
1st GRADE
2nd GRADE
3rd GRADE
4th GRADE
VERANDA
STEPS
STAFF ROOM
HEAD MASTERS' ROOM
LAWN
GARDEN
5th GRADE
6th GRADE
7th GRADE
TREES
GIRLS' SHED
BOYS' SHED
JACARANDA AVENUE

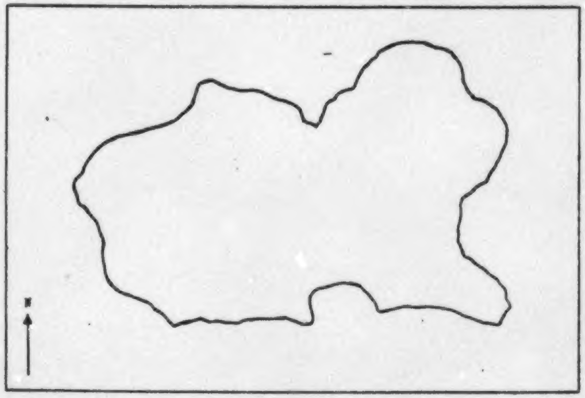
Read page 33 of "Looking at Other Children". Ask your home supervisor to help you to read and understand it.

P.C.S. EXERCISE

ANSWERS TO BE RETURNED FOR CORRECTION

In your Exercise, draw a plan of either your bedroom or of your schoolroom. If you draw your schoolroom, put a "×" at the place where you sit to do your work. Take the whole page in your Exercise for this plan.

PROJECT BOOK ACTIVITY - Cut off this part of the paper and return it pinned or glued to a page in your Project Book.



On this map draw (1) some mountains, (2) a river flowing from the mountains into the sea, (Make your river twist and bend the way most rivers do.) (3) an island.

Find a bay on the coastline, and neatly print the word "bay" there.

If you have coloured pencils or art materials (felt pens, craypas), colour the plain green and the ocean blue. If you have no coloured pencils, neatly print the words "plain" and "ocean" where they belong.

PUPIL'S NAME ______________________________

APPENDIX 4

Primary Correspondence School: Translation of Syllabus Aims and Content into Instructional Papers

EXAMPLE YEAR 3 MATHEMATICS PROGRAM
TERM I: SPATIAL KNOWLEDGE, MEASUREMENT, SETS AND LOGIC*

Syllabus Topic Headings	Syllabus Content
Spatial Knowledge	Circle, rectangle, square, triangle
Further experiences with common shapes	Cube, sphere, cylinder, pyramid cone
Introduction to the awareness of points and lines	Points, lines, segments parallel lines
	Tallying Simple picture graphs

Lesson papers

Week 1:	Revision plane figures. square, rectangle, triangle, circle.
Week 2:	Revision: Solids Make a model of solids in plasticine. Find examples in environment of cube, rectangular solid.
Week 3:	Revision: solids, cube and rectangular solid. Terms: face, edge, vertex.
** Week 4:	Revision: solids, cylinders, cone, spheres. Finding examples in environment.
Week 5:	No content in this area.
Week 6:	Properties of solids. Practical exercises: • will roll • will slide • rolls on all surfaces • slides on all surfaces
Week 7:	Introduce the idea of a point. Revision of terms line and segment
Week 8:	Points in a line/line segment. Exercises in joining end points to make plane figures. Revision of properties of solids — e.g. flat surfaces only, curved surfaces only, flat and curved surfaces.
Week 9:	No content in this area.
Week 10:	Introduce term parallel lines. Practical exercises, finding examples of parallel lines in environment.
Week 11:	Revision of properties of solids — how many surfaces? — how many edges?
Week 12:	Revision: points, line, line segment, number of points in a line/line segment.

* Note that these comprise only three of the nine syllabus areas.

Syllabus Topic Headings	Syllabus Content
Measurement	**Measurement**
Length	Metre, centimetre
Mass	Kilogram, gram
Time	Minute, hour, day, week
Money	Recognition and use of coins to $1
Volume (liquid)	Arbitrary units

Lesson papers

Week 1: Child's data in cm
Chest Forehead
Waist Palm
Arm Span
Foot

Week 2: Metre — making a metre stick.

Week 3: Time — General

Making sand timer.
Estimation of objects in lots of ten.

** Week 4: Measuring Activities — measuring in metres.

Week 5: Term: dozen
Time: Important times in child's day.
Length: Arbitrary units practical exercises.

Week 6: Length: Arbitrary units practical exercises.

Week 7: Time Revision of half past.

Week 8: Money: with operations.
Finding total amount to 20c.

Week 9: Length: Measuring with a centimetre ruler.
Practical exercises in which child estimates before measuring the objects.

Week 10: Time: Calendar, 12 months in a year, naming the months which have 30 days/ 31 days, noting that February has 28 days but 29 days in a leap year. Practical exercises in making a family birthday book. Revision of half-hour, quarter-hour.

Week 11: Introduce the terms — liquid and capacity. Capacity: practical exercises where child uses a small container to fill larger containers. Estimation before measurement. Time — revision of half-hour and quarter-hour.

Week 12: Length: Exercises in drawing line segments, number of specified lengths.
Capacity: Conservation exercises.

Syllabus Topic Headings	**Syllabus Content**
Sets and Logic	**Sets and Logic**
Idea of set	Finding common members
Intersection	Awareness of process
Union	Idea
Subsets	

Lesson papers

Week 1:	Revision: Idea of set. Finding a member which does not belong.
Week 2:	Set notation revised. Use of commas, braces.
Week 3:	Use of symbol n.
** Week 4:	Revision symbols.
Week 5:	Operation of sets. Operation of intersecting and disjoint sets. Terms intersecting and disjoint not to be known by the child.
Week 6:	Revision exercises.
Week 7:	Revision: Union of interesecting and disjoint sets.
Week 8:	Sets activities with writing members of given set. e.g. Write the members of Set A which is the set of factors of 16.
Week 9:	Sets activities similar to paper eight.
Week 10:	Introduction of attribute blocks. Games to familiarise child with the blocks' attributes.
Week 11:	Exercises with attribute blocks, e.g. find the large, square shapes; find the large square, red shape; find the large, square, thick, red shape.
Week 12:	General revision of union, intersecting, the symbol n, naming members in a set.

** Paper four attached in following sample papers.

7/78

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PRIMARY CORRESPONDENCE SCHOOL

(Please keep all papers for future reference.)

YEAR 3 MATHEMATICS PAPER 4

Materials Required

DAY 1 Part 1 - Buttons (or counters, bottle tops).

Part 2 - Two cups
Buttons.

DAY 2 Part 1 - Sand timer (or egg timer).
Child's shoes and socks.
Reading book "Sparky".

Part 2 - Number blocks (longs or smalls).
Playing board (cardboard or paper of 20 × 30 cm).
Two dice.

DAY 3 Part 1 - Number blocks.

Part 2 - A coin.

DAY 4 Number blocks.
Solid shapes (sphere, cone and cylinder. Can be made with plasticine).

DAY 5 Metre stick.

HOME SUPERVISOR'S ANSWERS

PAGE 6

6 × 0 = 0   5 × 0 = 0
0 × 3 = 0   8 × 0 = 0

PAGE 11

T	U	
2	4	twenty-four
1	8	eighteen
1	5	fifteen
2	6	twenty-six
	9	nine
1	0	ten
1	3	thirteen
2	9	twenty-nine
1	2	twelve
	8	eight

PAGE 15

1. (a) 2   (e) 9
   (b) 4   (f) 12
   (c) 5   (g) 15
   (d) 7   (h) 18

2. (a) ||| (d) 𝍸 𝍸 ||
   (b) 𝍸 | (e) 𝍸 𝍸 𝍸 𝍸
   (c) 𝍸 𝍸   (f) 𝍸 𝍸 𝍸 𝍸 |||

ANSWERS TO PET SHOW

1. cats
2. fish
3. no
4. two
5. two

PAGE 17

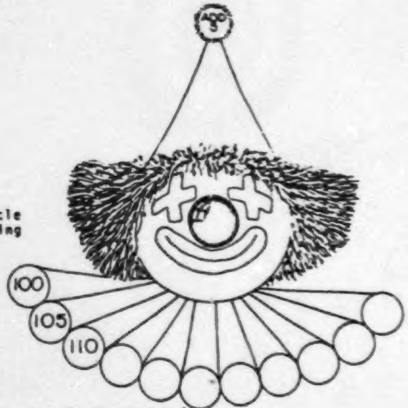
1. 25 + 13 = ☐   2. 37 + 22 = ☐   3. 16 + 23 = ☐
☐ = 38 monkeys   ☐ = 59 sheep   ☐ = 39 crows

(a) S = (slacks, shirt, sock)
(b) F = (sandal, shoe, sock)
(c) sock
(d) It is in both sets.

Day 1 – Part 1

(H.S.) During the week the child should explore the number 11 using an unrestricted mat (refer to the Introductory Paper). You could have the child read or write the number sentences for you. Encourage the child to vary number sentences using + , − , × and ÷. During this session, the exercises given are to revise the number sequence to 150, facts about odd and even numbers and multiplication by zero.

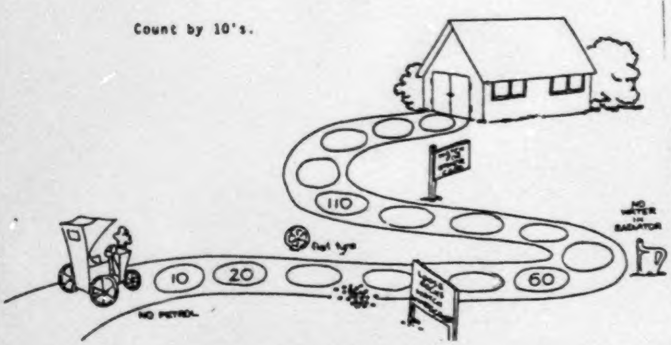
Fill in each circle by counting by 5.



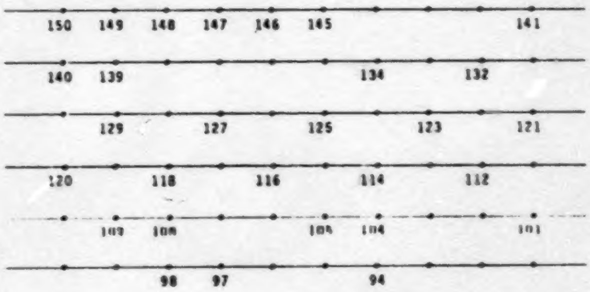
Write the missing numerals.

102, 104, 106, 108, 110,
112, 114, ___, ___, 120,
___, 124, ___, 128, ___,
132, ___, ___, ___, 140,
___, 144, 146, ___, ___.

Count by 10's.


10
20
60
110
flat tyre
NO WATER IN RADIATOR
NO PETROL

Write the missing numerals.

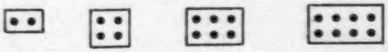

150 149 148 147 146 145 141
140 139 134 132
129 127 125 123 121
120 118 116 114 112
109 108 105 104 101
98 97 94

Do you have a pile of buttons, counters or bottle tops? Good-oh, get some to use in these experiments.

Wanted Good Home for Mighty Cool Cat
Don't call me, I'll call you.
Willing to do light mouse work.

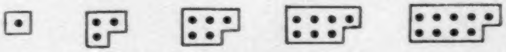
Suppose you group a set of buttons (or whatever you have) by twos. Set them out as I have done.

Even



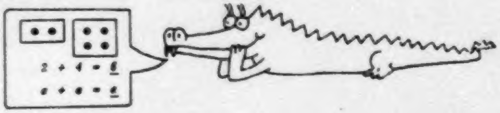
As the buttons are in pairs, there is not a button left over, so you have an even number of buttons.

Odd

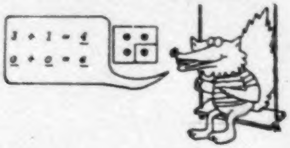


Where there is a button left over, you have an odd number of buttons. Use your buttons to try these:

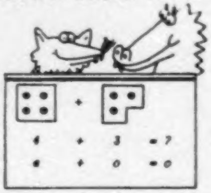
1. Add any two even numbers. Is the sum (answer) even or is it odd? Repeat this several times using different even numbers.



2. Add any two odd numbers. Is the sum even or is it odd? Repeat this several times using different odd numbers.



3. Add an even and an odd number. Is the sum even or is it odd? Repeat this several times.



Can you see a pattern in each of the three experiments?

SHOW US WHAT YOU CAN DO

In each of the following, try to predict (tell) whether the sum will be odd or even.

- Test your prediction by adding.
- Beside each answer, write E for even and O for odd.

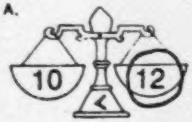
1. 2 + 8 = 10 E ; 2. 3 + 9 = ___ ;

3. 4 + 1 = ___ ; 4. 5 + 6 = ___ ;

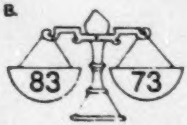
5. 7 + 5 = ___ ; 6. 6 + 6 = ___ .

Circle the pan with the greater number. Then write the correct sign.

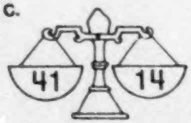
A.



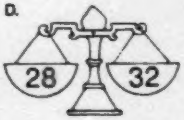
B.

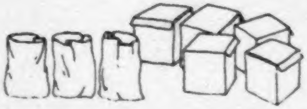


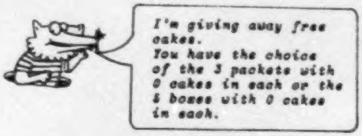
C.

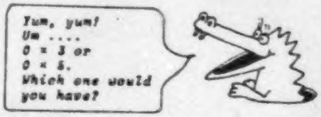


D.






I'm giving away free cakes.
You have the choice of the 3 packets with 0 cakes in each or the 5 boxes with 0 cakes in each.


Yum, yum!
Um ....
0 × 3 or
0 × 5.
Which one would you have?

I'm sure you weren't fooled by Tricky Nicky. Of course, there are 0 cakes on that table!

0 × 3 = 0 and 0 × 5 = 0

It was just another one of Nicky's dirty tricks.

Show Nicky you can't be tricked!

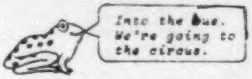
6 × 0 = ___ ; 5 × ___ = 0;

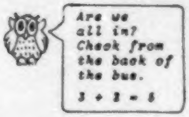
0 × 3 = ___ ; 8 × 0 = ___.

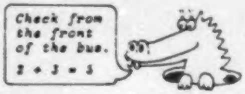
Day 1 – Part 2

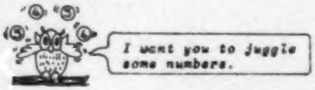
N.S. While this is a simple exercise, it is essential that the child does it. After trying these exercises, the child should understand that the order of adding numbers does not matter but that this is not true for subtraction.

For example 3 + 5 = 8, 5 + 3 = 8
5 - 3 = 2 but 3 - 5 ≠ 2.

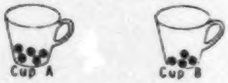

Into the bus.
We're going to
the circus.


Are we
all in?
Check from
the back of
the bus.
3 + 2 = 5


Check from
the front
of the bus.
2 + 3 = 5


I want you to juggle
some numbers.

1. Put 5 buttons (bottle tops etc) in cup A and 4 buttons in cup B.



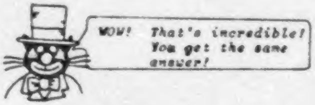
Tip the buttons from B into A.

Count the buttons.

2. Now return the 4 buttons to cup B.

Try again. Tip the buttons from cup A into cup B.

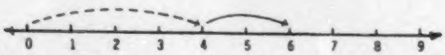
Count the buttons.


WOW! That's incredible!
You get the same
answer!

Give your H.S. a similar experiment using a different number of buttons.

Study this number line.

4 + 2 = 6

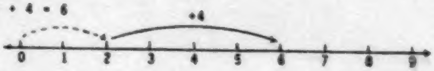

0 1 2 3 4 5 6 7 8 9

GO to four
ADD two
STOP on 6

(Contd)

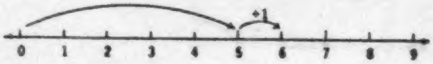
Complete the following:-

2 + 4 = 6


+4
0 1 2 3 4 5 6 7 8 9

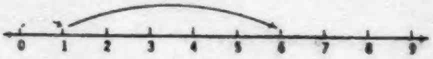
GO to two
ADD four
STOP on __

5 + 1 = __

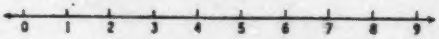

+1
0 1 2 3 4 5 6 7 8 9

GO to five
ADD one
STOP on __ __ + __ = __

1 + 5 = __


0 1 2 3 4 5 6 7 8 9

GO to __
ADD __
STOP on __ __ + __ = __

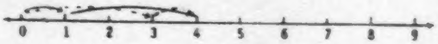

0 1 2 3 4 5 6 7 8 9

GO to 2
ADD 5
STOP on __ __ + __ = __

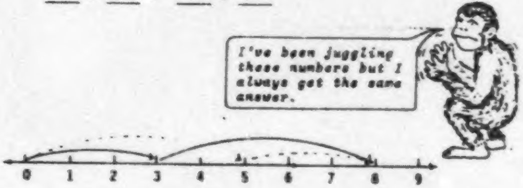
0 1 2 3 4 5 6 7 8 9

GO to 5
ADD 2
STOP on __ __ + __ = __

What does each number line show?

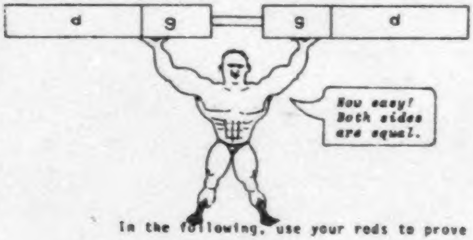

0
1
2
3
4
5
6
7
8
9

___ + ___ = ___ + ___


I've been juggling these numbers but I always get the same answer.
0
1
2
3
4
5
6
7
8
9

___ + ___ = ___ + ___

Use your rods to show 6 + 3 = 3 + 6

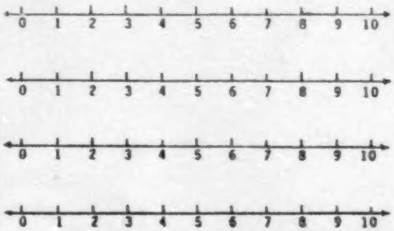

d
9
9
d
How easy! Both sides are equal.

In the following, use your rods to prove

1. 7 + 1 = 1 + 7
2. 5 + 3 = 3 + 5
3. 2 + 8 = 8 + 2

Practice makes perfect

Show on the number lines

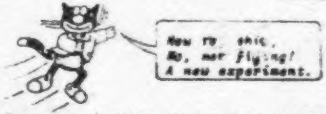

0
1
2
3
4
5
6
7
8
9
10

4 + 1 = 1 + 4

4 + 5 = 5 + 4

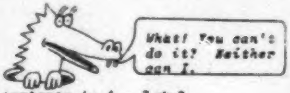
6 + 1 = 1 + 6

2 + 7 = 7 + 2


Now try this, No, not flying! A new experiment.

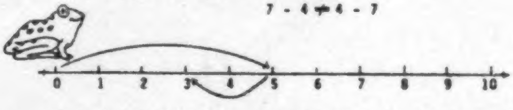
Place 7 buttons (bottle tops etc) in cup A. Take away 4 buttons. How many are left? The number sentence is 7 - 4 = 3.

In cup B place 4 buttons. Take away 7 buttons.


What! You can't do it? Neither can I.

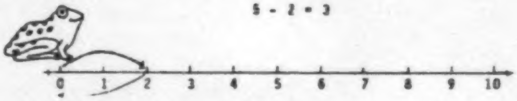
The number sentence is 4 - 7 ≠ 3

7 - 4 ≠ 4 - 7

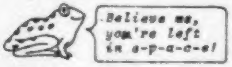

0
1
2
3
4
5
6
7
8
9
10

Tidda Lick started at 0 and jumped to 5. Came back 2 spaces and landed on 3.

5 - 2 = 3


0
1
2
3
4
5
6
7
8
9
10

Tidda Lick started at 0 and jumped to 2. She tried to go back 5 spaces but ...


Believe me, you're left in s-p-a-c-e!

2 - 5 ≠ 3

Try the following using buttons or bottle tops or smalls.

Does 7 - 2 equal 2 - 7?
Does 10 - 6 equal 6 - 10?
Does 8 - 5 equal 5 - 8?

Practice makes perfect.

Use = or ≠ . You can use your buttons to check.

2 + 3 ☐ 3 + 2
5 - 4 ☐ 4 - 5
6 - 2 ☐ 2 - 6
1 + 7 ☐ 7 + 1
0 + 11 ☐ 11 + 0

7 - 6 ☐ 6 - 7
5 + 4 ☐ 4 + 5
3 - 2 ☐ 2 - 3
10 - 4 ☐ 4 - 10
6 + 3 ☐ 3 + 6

What is the missing number?

3 + 5 = ___ + 3; 9 + ___ = 7 + 9

12 + 4 = ___ + 12; ___ + 2 = 14 + 2

Day 2 - Part 1

(H.S.) While this exercise gives the child practice in writing numerals in their correct places, it will also be used to introduce the writing, in word form, of numbers to 30 where a hyphen (-) is needed.

24, 18, 15, 26, 9, 10, 13, 29, 20, 12, 8.

1. Read these numbers to the child who will write them in vertical order under the T U heading - no longer than five seconds between numbers.
2. Please check the work (and help with any necessary corrections).
3. Ask the child to read the first number. Show how 24 is written in words, explaining that a - is needed to show that the twenty and the four are linked together:- twenty-four.
4. Have the child write the other numbers in words. Please see that the child has written each number correctly especially those with a hyphen.

To complete this session, the child can use the home made sand timer or an egg timer. If neither is available 3 minutes can be checked using a clock. By doing these activities, the child gains some idea of the length of a few minutes.

Can you (a) put on your shoes and socks before the sand runs through?
(b) run around the house before the sand runs through?
(c) skip around the house before the sand runs through?
(d) read a page in "Sparky" before the sand runs through?
(e) spell this week's words correctly before the sand runs through?

Day 2 - Part 2

(H.S.) To reinforce the idea of place value, the number blocks will be used to represent numbers.

After the child has completed the tasks, the trading game using number blocks can be played. It is important that the game be played as this is the foundation for difficult operations later on. Your pupil needs page 25 for these exercises. For the first activity, suggestions for procedure are given:

A. Point to the first construction and ask the child to build a similar structure using the number blocks. Observe the child's actions. Has the child placed the correct number of smalls and longs on the table? When the child has completed the first construction you might ask:

1. (a) How many smalls do you have? (2)
   (b) Do you see where you will write that? (Point to the units place if necessary).

(Contd)

DAY 2 - PART 2 (Contd)

2. (a) How many longs do you have? (2)
   (b) Do you see where you will write that?
3. Write the numeral and tell your H.S what the number is. T U (2 2)

As soon as the child understands the procedure leave her or him to complete the other examples. From time to time check to see if you agree with the answers.

When the child has finished the exercises, give her some numbers which are less than 100 and ask her to construct and write each one.

WIN-A-FLAT

Number of Players: 2 - 5

Materials: Number blocks
Playing board for each player. (See below for example of the board.)
2 dice

One player is the Keeper of the Number Blocks.

How to play: Players take turns rolling the dice, adding the numbers on the top of each dice and then ask the Keeper for that number of smalls.

For example, if you roll a 4 and a 5, ask for 9 smalls.

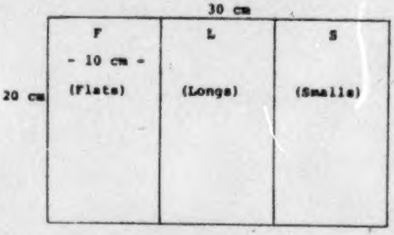
Place the smalls on your playing board. Decide if you can trade smalls for longs. As soon as all of the trading is finished, it is the next player's turn to roll the dice, collect the smalls, and trade.

The first player to trade up to a flat is the winner. That player becomes the Keeper for the next game.

Play this game as many times as you like.

Questions for Win a Flat

1. Can you win a long with one roll of the dice?
2. Is it possible to win two longs in one roll?
3. Can you win a flat with one roll of the dice?



PLAYING BOARD

The playing board may be constructed from a piece of cardboard or paper 30 cm × 20 cm. The board should be divided into 3 sections labelled smalls, longs, flats.

Day 3 – Part 1

(H.S.) From now on, in operations, the number blocks will be used. The use of rods will be limited to exploration of numbers.

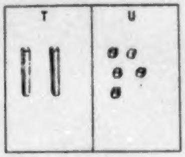
Yippee! You can use your number blocks to do this new work.

You are going to add 25 and 14.

1. Have the sheet marked T U in front of you.
2. On a piece of paper write T U and underneath that $\begin{array}{r} 2\ 5 \\ +\underline{1\ 4} \end{array}$
3. Look at the first number - 25. How many longs will you place on the (tens) T side? Yes, it is 2 longs. Put the 2 longs on the sheet marked T U.

   How many smalls will you place on the (units) U side? Yes, 5 smalls. Do that.

   Your sheet should look like this:

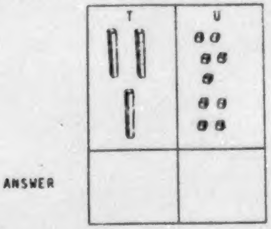


4. Look at the number you are going to add - that is 14. How many longs will you place on the T side under the 2 longs?

   1 long, correct! Do that.

   How many smalls will you place under the 5 smalls? Yes, 4 smalls. Do that.

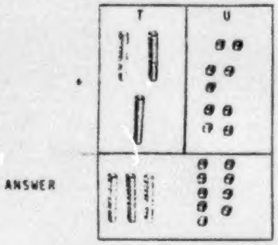
   Your sheet should look like this:



(Contd)

DAY 3 - PART 1 (Contd)

5.



(a) Unite the smalls. Write how many smalls you have.

(b) Unite the longs. Write how many longs you have.

On your paper you should have written.

$$\begin{array}{rr} & \text{T U} \\ + & 2\ 5 \\ & \underline{1\ 4} \\ & \underline{3\ 9} \end{array}$$

Try these operations with the number blocks and record as you work.

$$\begin{array}{r} \text{T U} \\ 3\ 1 \\ +\underline{1\ 7} \end{array} \qquad \begin{array}{r} \text{T U} \\ 4\ 2 \\ +\underline{2\ 3} \end{array} \qquad \begin{array}{r} \text{T U} \\ 2\ 7 \\ +\underline{1\ 2} \end{array} \qquad \begin{array}{r} \text{T U} \\ 5\ 3 \\ +\underline{1\ 6} \end{array} \qquad \begin{array}{r} \text{T U} \\ 2\ 2 \\ +\underline{2\ 4} \end{array}$$

Day 3 – Part 2

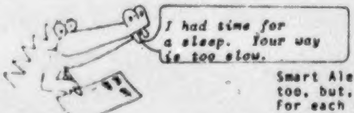
(H.S.) Another way to count objects is to tally. The child will realize that tallying is a quick method for checking and counting. A graph, using tallying, will complete this session.

Note: The direction of the fifth stroke doesn't matter.

𝍸 𝍸 𝍸 as long as it goes across the other 4.

For each sheep that passed through the gate, Tricky used a stroke and then counted them.

Sixteen sheep. I think ...

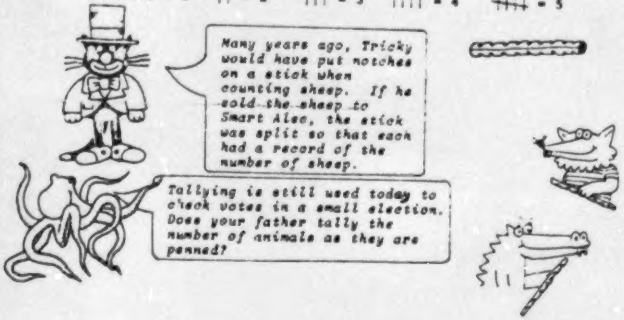

I had time for a sleep. Your way is too slow.

Smart Alec used strokes too, but, he was much quicker. For each set of 5, Smart Alec did this 𝍸 . The stroke across shows a set of 5.

DAY 3 - PART 2 (Contd)

This is how to use Smart Alec's short cut

| stroke = 1 || = 2 ||| = 3 |||| = 4 𝍸 = 5


Many years ago, Tricky would have put notches on a stick when counting sheep. If he sold the sheep to Smart Alec, the stick was split so that each had a record of the number of sheep.
Tallying is still used today to check votes in a small election. Does your father tally the number of animals as they are penned?

|||| represents $\boxed{4}$ 𝍸 | → $\boxed{6}$

𝍸 → $\boxed{5}$ 𝍸 𝍸 → $\boxed{10}$

Practice makes perfect.

1. Complete:

(a) || → ☐

(b) |||| → ☐

(c) 𝍸 → ☐

(d) 𝍸 || → ☐

(e) 𝍸 |||| → ☐

(f) 𝍸 𝍸 || → ☐

(g) 𝍸 𝍸 𝍸 → ☐

(h) 𝍸 𝍸 𝍸 ||| → ☐

2. Write the tally for each of the following:

(a) 3 →

(b) 6 →

(c) 10 →

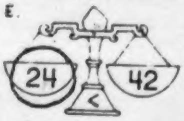
(d) 12 →

(e) 20 →

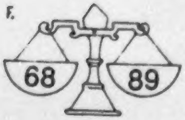
(f) 23 →

Circle the pan with the lesser number. Then write the correct sign.

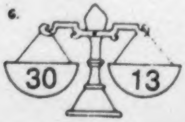
E.



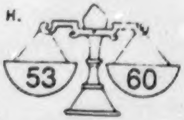
F.



G.



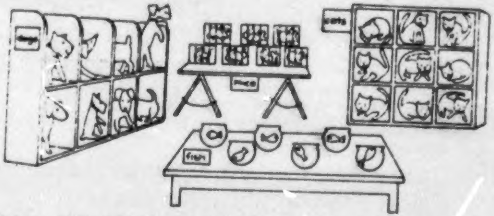
H.



DAY 3 - PART 2

(N.S.) Please check the answers before the child uses the graph.

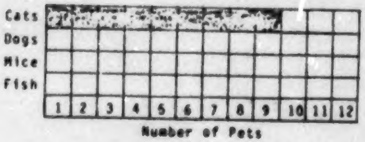
THE PET SHOW


dogs
mice
cats
fish

Make a tally chart and a bar chart of the pets on show.

A tally chart

Animal	Tally
Cats	𝍸 ||||
Dogs	
Mice	
Fish	



Answer these questions:

1. Which set of animals has the most members?
2. Which set of animals has the least number of members?
3. Are there more mice than dogs?
4. How many more dogs are there than fish?
5. How many more cats are there than mice?

Time for a quick game.

FLIP A COIN

Any coin will do to flip. I want you to flip the coin 15 times. Each time a head or a tail comes up use the tally marks. Which do you think will win - heads or tails?

HEADS	TAILS

Day 4 – Part I

(H.S.) Three open number stories to be solved have been set to reinforce the operation of addition that was done on Day 3 so the use of number blocks is essential.

1. In one tree sat 25 chattering monkeys. In another tree were 13 monkeys enjoying bananas. How many monkeys were there altogether?

_______________ = ■

■ = ________

2. "Blue" the sheep dog rounded up 37 sheep and "Rusty" rounded up 22 sheep. How many sheep could be penned?

_______________ = ■

■ = ________

3. In one paddock 16 crows pecked at the farmer's corn. In the next paddock 23 crows were eating wheat. How many crows were there altogether?

_______________ = ■

■ = ________

(H.S.) The child should be able to:-

(a) describe a set quite easily when familiar objects are used.

(b) find the common member of two sets.

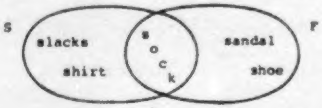
(c) unite the sets.

Members of the sets have been suggested but other objects can be used. You could draw two large intersecting rings on paper to show the relationship between the sets. Steps for procedure are given below.

With your finger trace around the ring given the name Set S.

(a) Ask the child to tell you the members of Set S and to write them below.

(b) Describe the set. Do the same for Set F.


S
F
slacks
shirt
s
o
c
k
sandal
shoe

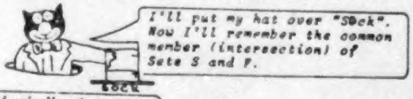
S = {   }

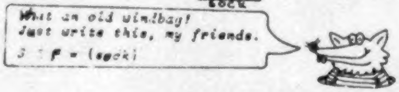
F = {   }

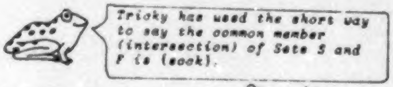
(c) Ask what is the common member. (Sock) Underline it.

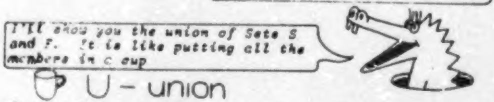
(d) Why is "sock" the common member? (Because it is in both sets.)

(Contd)


I'll put my hat over "Sock". Now I'll remember the common member (intersection) of Sets S and F.
sock


What an old windbag! Just write this, my friends.
S ∩ F = {sock}


Tricky has used the short way to say the common member (intersection) of Sets S and F is {sock}.


I'll show you the union of Sets S and F. It is like putting all the members in a cup

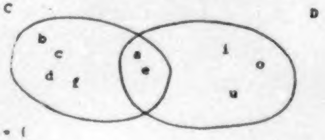
∪ – union

S ∪ F = {slacks, shirt, sock, sandal, shoe}

FACT

A common member is written once in the union of sets.

2. The steps are to be repeated for Sets C and D before the child completes C ∩ D and C ∪ D


C
D
b
c
d
f
a
e
i
o
u

(a) C = {   }

D = {   }

(b) Describe each set.

(c) What are the common members?

(d) Why are "a, e" the common members?

(e) Write the common members (intersection) of C and D.

C ∩ D = {   }

(f) Write the Union of sets C and D.

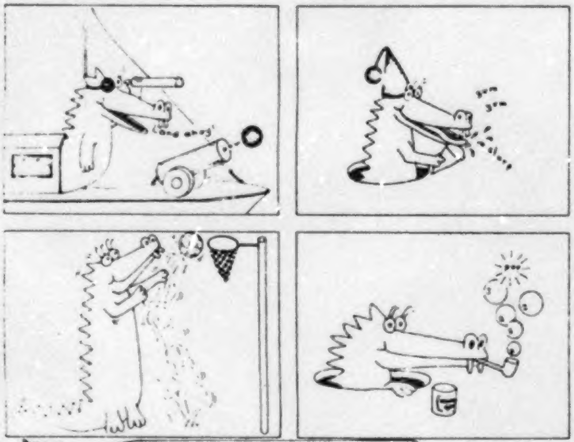
C ∪ D = {   }

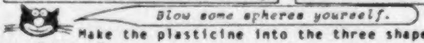
Day 4 – Part 2

(H.S.) In the child's environment are many examples of cylinders and spheres and maybe a few cones. The child should look around to find examples of these solids. If you have plasticine, a model could be made for each solid and have its name attached to it.

Be on the look out for cylinders, cones and spheres.
SEAVENGER HUNT

In the pictures below, colour the cylinders - blue, the spheres - red and the cones - green.




Blow some spheres yourself.

Make the plasticine into the three shapes. Keep these in front of you.

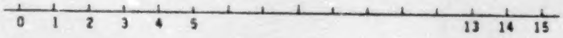
Find a few examples for each column.

CYLINDERS	SPHERES	CONES
jam tin coins	tennis ball	party hat

Day 5 – Part 1

(H.S.) If the number 11 has been studied well during the week, the child should try these operations without rods.

For a closer look at 11.


0
1
2
3
4
5
13
14
15

1. Put × where 11 is on this number line.
2. If necessary use your rods to find the answers.

☐ × 5 + 1 = 11

☐ × 2 + 1 = 11

☐ × 3 + 2 = 11

Is 11 odd or even? ________

Write 11 in word form. ____________________

Write in words the number that comes after tenth.

____

1 is 3 more than ☐ ; 11 is 2 less than ☐ ;

11 is 6 more than ☐ ; 11 is 1 less than ☐ ;

11 is 4 more than ☐ ; 11 is 4 less than ☐ .

Take a numeral from box A and a numeral or numerals from box B. Use the signs (+ , − , × , ÷) to make number facts for 10 and for 11. Write at least 8 in each box marked 10, 11.

BOX A + , − , × , ÷ BOX B

BOX A: 9 20 .2 22 7 13 8 5

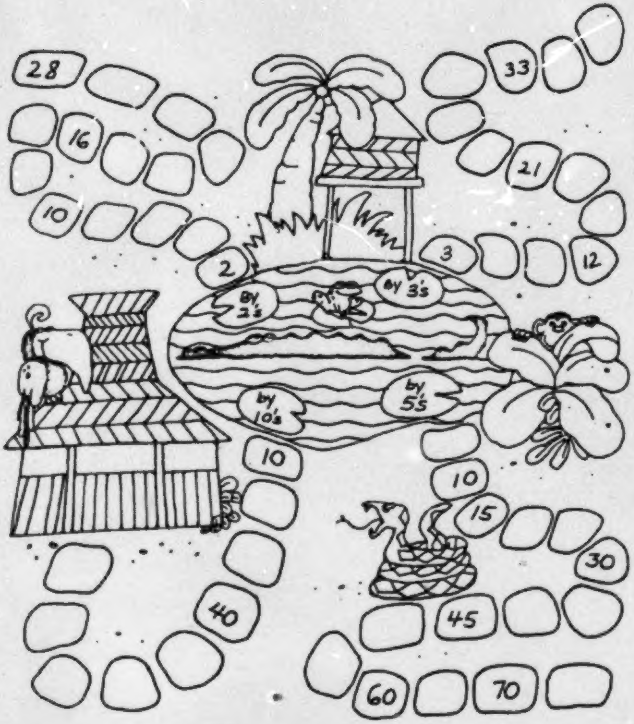
BOX B: 2 3 1 6 4

10

11

JUNGLE WALK

Complete the paths.


28
16
10
2
by 2's
by 3's
3
33
21
12
by 10's
by 5's
10
10
15
30
40
45
60
70

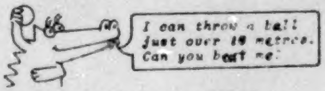
Day 5 – Part 2

(H.S.) A few tasks have been set to give more practice using the metre stick. The rest of the time can be spent in completing the work to be returned or in revision.

Measure in the yard distances of 10 metres and 20 metres.

Put Yes or No in the spaces.

CAN YOU	10 metres	20 metres
(a) Throw a ball with your right hand?		
(b) Throw a ball with your left hand?		
(c) Kick a ball with your right foot?		
(d) Kick a ball with your left foot?		


I can throw a ball just over 10 metres. Can you beat me?

Riddle: Why do ducks fly north in the winter?

Find the missing numeral for each number sentence. Then find that numeral in the table and write the letter that matches it. The letters will spell out the answer to the riddle. (The answer for 1. is 15. The letter that matches 15 in the table is "I". So "I" is the first letter of the first word in the answer.)

0	X	13	S
1	U	14	Z
2	Q	15	I
3	N	16	R
4	J	17	F
5	G	18	M
6	E	19	B
7	C	20	H
8	A	21	D
9	T	22	K
10	O	23	Y
11	W	24	P
12	V	25	L

1. 5 + 3 + 7 = ___ ___
2. 18 - 9 = ___ ___
3. 9 + 4 = ___ ___

4. 10 - 1 = ___ ___
5. 5 × 2 = ___ ___
6. 20 - 10 = ___ ___

7. 9 + 4 + 4 = ___ ___
8. 16 - 8 = ___ ___
9. 10 + 6 = ___ ___

10. 3 + 3 + 3 = ___ ___
11. 15 - 5 = ___ ___

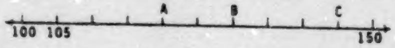
12. 7 + 4 = ___ ___
13. 1 + 2 + 5 = ___ ___
14. 20 + 5 = ___ ___
15. 10 + 10 + 2 = ___ ___

PRIMARY CORRESPONDENCE SCHOOL

Complete these exercises, detach the sheet, fold it and enclose it in your Exercise Book to be returned for correction.

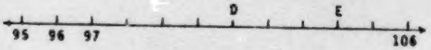
WORK TO BE RETURNED FOR CORRECTION

A.



1. What number is at A? ________ 2. What number is at B? ________

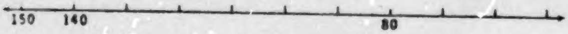
3. What number is at C? ________ 4. Mark × at 140.



5. What number is at D? ________ 6. What number is at E? ________

7. Mark F at 100.

8. Write in the missing numerals:



9. Complete this table

NUMBER	2 more	2 less
58		
70		
100		
39		
51		

B. Write in words

13 ______________________

18 ______________________

27 ______________________

C. Use your number blocks to do these additions.

$$\begin{array}{cc} T & U \\ 3 & 4 \\ +2 & 1 \\ \hline \end{array} \qquad \begin{array}{cc} T & U \\ 4 & 3 \\ +2 & 6 \\ \hline \end{array} \qquad \begin{array}{cc} T & U \\ 2 & 7 \\ +5 & 1 \\ \hline \end{array} \qquad \begin{array}{cc} T & U \\ 5 & 3 \\ +1 & 4 \\ \hline \end{array}$$

Use your number blocks to do these subtractions.

$$\begin{array}{cc} T & U \\ 5 & 5 \\ - & 4 \\ \hline \end{array} \qquad \begin{array}{cc} T & U \\ 3 & 7 \\ - & 2 \\ \hline \end{array}$$

D. Put in = or ≠ .

1. 11 + 1 ☐ 1 + 11 2. 15 - 13 ☐ 13 - 15

3. 3 - 2 ☐ 2 - 3 4. 7 + 4 ☐ 4 + 7

5. 8 + 4 ☐ 4 + 8 6. 9 - 3 ☐ 3 - 9

WORK TO BE RETURNED FOR CORRECTION (Contd)

E. Write a sentence which tells about (or describes) this set.

1. D = {Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday}

Set D is ______________________________________.

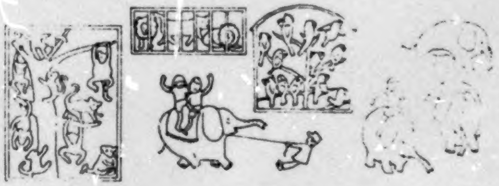
2. Set X = {a, b, c, d,} Set Y = {a, e, i, o, u}

(a) Underline the common member.

(b) Show the union of X and Y.

X U Y = {______________________________}

F. Graph



Make a tally chart and a bar chart of the pets at the zoo.

A Tally Chart

ANIMALS	TALLY
Monkeys	
Lions	
Birds	
Elephants	

A Bar Chart: Animals at the Zoo

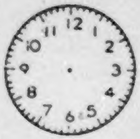
Monkeys												
Lions												
Birds												
Elephants												
	1	2	3	4	5	6	7	8	9	10	11	12

NUMBER OF ANIMALS

1. Which set of animals has the most members?
2. How many more birds than monkeys are there?
3. How many animals are there altogether?

G. Do these without rods. Home Supervisor please indicate how many minutes the child took.

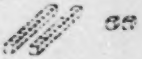
1. 11 = 2 + 7 + 1 + ____
2. 11 = 5 + ____
3. 11 = 9 + 0 + ____
4. 11 = 10 × 1 + ____
5. 11 = 2 × 5 + ____
6. 11 - 3 = ____
7. 11 - 0 = ____
8. 11 - 7 = ____
9. 11 × 0 = ____
10. 11 × 1 = ____



PUPIL'S NAME ______________________________

P.C.S. TEACHER'S NAME ______________________

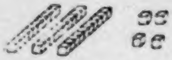
1.



TENS UNITS

___ ___

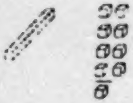
2.



TENS UNITS

___ ___

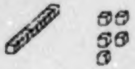
3.



TENS UNITS

___ ___

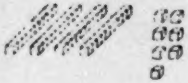
4.



TENS UNITS

___ ___

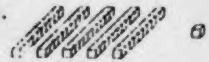
5.



TENS UNITS

___ ___

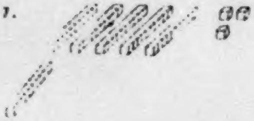
6.



TENS UNITS

___ ___

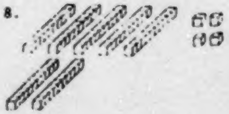
7.



TENS UNITS

___ ___

8.



TENS UNITS

___ ___

APPENDIX 5

Primary Correspondence School: Paper Production Schedule

PRIMARY CORRESPONDENCE SCHOOL **NEW PAPERS**

THE FOLLOWING PROCEDURE IS TO BE OBSERVED FOR ALL NEW PAPERS

SUBJECT .... YEAR........... PAPER NO. ....

	Operation	Signature	Date
1	Paper writer's manuscript		
2	Year teacher's comments (Use separate sheet provided)		
3	Deputy supervisor		
4	Stenographer-in-charge for draft		
5	Paper writer		
6	Supervisor		
7	Typist for adjustments for master		
8	Paper writer who will take to artist		
9	Paper writer's final check		

Printing Instructions Colour

Page No.	Colour

Printing Sequence

1	
2	
3	
4	
5	

Additional Printing Instructions

		Signature	Date
10	Year Leader: Number req.		
11	Supervisor for authorisation		
12	Master made S.3		
13	Printed by		
14	Collated by		
15	Stapled by		
16	Year leader received		
17	Originals filed by		

Date rec. print room

Date required

APPENDIX 6

School of the Air, Charleville: School Policy Statement

Compiled 1979

CHARLEVILLE
SCHOOL OF THE AIR

School Policy

CHARLEVILLE SCHOOL OF THE AIR

General Background

The Charleville School of the Air was opened in 1966 and is situated at the Royal Flying Doctor Base on whose network it broadcasts. The School operates on four frequencies, two of which (4980 and 6845) are shared with the R.F.D.S., while the other two (6945 and 4045) are exclusively for the use of the School of the Air. The area covered by the School is approximately 460,000 sq. miles and it has a broadcasting range of 500 miles.

The School of the Air endeavours to produce a 'classroom atmosphere to prepare the child for normal school participation'. It seeks to reduce isolation by welding scattered individuals into a school unit. Anyone who is enrolled with the Primary Correspondence School is eligible to join School of the Air. The Primary Correspondence School concentrates on written work; the School of the Air concentrates on oral work.

The transceivers are supplied free of charge by the Education Department on application. Families are responsible only for freight and repair costs which are carried out at the R.F.D.S. Base. Since 1975 all sets have been changed to SSB. A number of families who operate Outpost Radios use these for their S.O.T.A. lessons. Home Supervisors of the children receive considerable assistance by radio contact with the S.O.T.A. teacher, Home Supervisors' Seminars and incidentally through the pupils' daily lessons.

All Primary Grades, 1 to 7, are catered for and each child has a daily half-hour lesson. All areas of the curriculum are covered during these lessons. The average class size is 10 to 12 children. Each teacher spends two and a half hours on air daily and the remainder of the school day is taken up with preparation, marking papers and the general organization required to maintain the routine of the school. When the children come into town or are passing through Charleville, they call into the School of the Air to meet their teacher and where possible 'take' their lesson in the Studio.

Since 1975, a number of children have had their correspondence papers marked at the School of the Air.

Aims of the Charleville School of the Air

- To provide a means of communication for the child by verbal interaction with his peer group and teacher.
- To develop communicative skills through associated activities.
- To complement the work of the Primary Correspondence School by re-inforcing the concepts presented in the Correspondence Papers.
- To supplement the work of the Primary Correspondence School by covering areas of the Curriculum not catered for in the Correspondence Papers.
- To demonstrate through various teaching techniques on air, alternative approaches in developing new and established concepts.
- To provide immediate assistance to the Home Supervisor experiencing difficulties with the content of Correspondence Papers.
- To encourage healthy competition amongst the child's peer group.
- To advise Home Supervisors of procedures for obtaining Remedial assistance.
- To create situations whereby members of the Community and Resource personnel are involved in the broadening of the child's experiences and social contacts.
- To provide opportunities for families and teachers to meet through the different functions organized by S.O.T.A. throughout the year.
- To provide a means whereby families may be advised of local cultural and community activities.

Each year a Camp is held and this alternates between Yeppoon and Tallebudgera. Children from Grades 4 to 7 attend this camp and during this time, they take part in the many varied activities which they are not able to pursue at home. They are also taken on a number of outings to broaden their experience and understanding of another way of life. An Annual Muster is always held at the end of September and this is a two-day affair which involves Art, Craft and Drama workshops, a Barbecue and a Sports Day. At other times during the year, teachers travel to various properties in the School of the Air network to hold Activity Days for children who come in from surrounding areas.

The School of the Air is greatly supported by its Parents and Citizens' Association which raises funds to provide extra amenities. Their meetings are conducted monthly 'over the air'.

HELP IS AS CLOSE AS THE TRANSCEIVER SWITCH . . . (Qld's. Schools of the Air motto).

School Organization

- Each teacher is timetabled to spend two and a half hours on air per day.
- Two grades are taken by each teacher and where possible, these are an upper and lower grade.
- Duties relating to the operation of the school are allocated to individual teachers, e.g. Librarian, Treasurer of P. & C. Association, Magazine Editor, Postage and General organization involved in the arranging of camps, muster and Activity Days.
- Teachers of Grades 1, 4 and 7 are responsible for the marking of Correspondence Papers under the Pilot Scheme. Teachers ensure that all textbooks, tapes etc. are forwarded to the children involved in this Scheme.
- Teachers prepare and print Song Books, Poetry Books and other matter to be sent out in the School of the Air packet at the beginning of the school year.
- Teachers familarize themselves with the processes involved in the enrolment of children and application for, and despatch of transceivers.
- Teachers tape own lessons regularly to check on teaching techniques, pace of lesson and effectiveness of methods employed.
- Teachers summarize Correspondence Papers in order to be aware of content and methods of teaching new material.
- All teachers help in the P.R. work necessary because of the many visitors to the School of the Air.
- Teachers participate in Home Supervisor's Seminars.

Radio Techniques for Teaching on Air

Operation of Studio Console (R.F.D.S. Operations Manual)

a. When the school circuit has been set up by the Master operator (at the R.F.D.S. Base) the school operator may adjust LEFT and RIGHT outspeaker Volume controls.

b. Mode change of either receiver may be effected. DO NOT operate both mode keys at once.

c. Operation of the PTT key to TRANSMIT will mute both receivers and transmit microphone signals (RETRANSMIT switch at midposition).

d. Operations of the key to TRANSMIT L. to R. will:—
   i. Mute the RH channel;
   ii. Automatically re-broadcast the LH channel on the RIGHT transmitter.

This enables children on the RIGHT channel to hear children reply on the LEFT channel.

e. RETRANSMIT R or L reverse of (d.)

'On Air':

- To ensure better production of sound (when not using headphones), speak to the side of the microphone rather than directly into it.
- To make voice sound interesting and stimulating, use a variety of inflections in voice.
- When weather conditions make reception difficult, turn the volume switch down rather than up as the latter only increases interference and static.
- Pause for two seconds before commencing to speak to allow the channel to 'open'.
- Use child's name when finished speaking to indicate "over to you". The reverse applies to the child.
- When combining two frequencies on the same console, use the transmit button so the children on one frequency can hear the children on the other frequency.

- The automatic buzzer sounds one minute before each half-hour and each hour, be aware of it and start to wind lesson up when it is heard. Failure to do so means that the following lesson loses some of its time.
- Repeat all children's answers as it is not possible for all of them to hear the other children.
- If no power has been switched to the console, buzz the RFDS Base on the Intercom.
- Encourage families to tune their sets daily.
- If a family is having difficulties with their set and batteries, aerials and terminals have been checked, arrange for a Test Call with the R.F.D.S. during their traffic period at 3.30 p.m. Fill in the form in the studio which gives details of property etc. and the various types of reception problems.
- When 'opening' a frequency for the first time in the morning, or after it has been used by the R.F.D.S., use the following introduction:—

  "This is the Charleville School of the Air broadcasting on the network of the Royal Flying Doctor Service".

— MEDICALS —

When a lesson is interrupted by a Medical or a call from the Royal Flying Doctor Pilot (radio call sign — FDZ), the following steps should be implemented:

- Reply to call giving the call sign of the R.F.D.S. Base — VJJ.
- Tell class to stand by.
- Buzz R.F.D.S. Base on Intercom and tell them that there is a medical and tell them the frequency.

The R.F.D.S. Base will then take the frequency over to the Base and lesson will resume when this is returned.

Lesson Format

Lessons, where possible, should be prepared a day in advance.

- Roll call must be taken at the commencement of every lesson.
- As an 'on air' lesson requires a great deal of concentration on the child's part and particularly in the lower grades, the lesson should contain a variety of activities.
- If it is necessary to write any work, this should be done by the Home Supervisor to save valuable air time.
- Children should be encouraged to call in and say when they don't know an answer.
- If children are required to have any textbooks, equipment or Art Material for a lesson, they must be given notice of this on the previous day.

A few hints on:—

Language Arts Lessons: Reading — use book from current Paper.
Spelling — from Grade 3 upwards, give words in sentence. The children need practice in dictation.
Creative Writing — develop vocabulary and ideas from theme used in Paper.

Mathematics — Home Supervisors request weekly hearing of Number Facts to develop child's speed and accuracy. Also gives them an incentive to learn them.
Practical maths is very effective on air e.g. measurement, estimation, statistics.

Social Studies: important to develop a plan for teaching the many skills required of the children to undertake research and report on results.

A suggested weekly Timetable:—

Monday:	**Tuesday:**	**Wednesday:**	**Thursday:**	**Friday:**
News, Lang.. Arts, Listening/speaking, Act. Word/sentence study, vocabulary.	No. Facts, Science / Maths.	Reading, L. A., Library Skills Debates etc.	S. Studies, Skills Current Affairs.	Music, Art, Literature.

"TIMES" Print — Charleville

APPENDIX 7

School of the Air, Charleville: Teacher Summary of Primary Correspondence School Lesson Papers

Example: Year 4

Spellings

Week 1	why	know	never	stood
	arrive	late	ready	wait
	keep	leap	shout	hope
Week 2	awake	fix	poor	sell
	buy	free	rode	bought
	evening	mouth	room	card
Week 3	woke	both	kiss	job
	during	mice	present	paper
	evening	able	happy	taken
Week 4	because	fork	path	till
	wild	cross	enjoy	shake
	swam	week-end	thick	chop

Reading

	Book	*Page*	*Story*
Week 1	Golden Trails	7	The Answer
	Golden Trails	8	The Tickle Rhyme
	Golden Trails	9	Bees
	Queensland Reader 4	2–4	The King and the Figs
	*W.R.R. Blue 3	7–19	Lok and Shan Make a Boat
Week 2	Golden Trails	10–20	Danny
	Golden Trails	21	Whistles
	*W.R.R. Blue 3	20–27	The Boy Who Liked Stories
Week 3	Golden Trails	22–27	The Elves and the Shoemaker
	Golden Trails	28–29	Holding Hands
	Queensland Reader 4	6–7	Half the Profit
	W.R.R. Blue	28	The Wind
Week 4	Golden Trails	30–41	Elmo and the Monkeys
	Queensland Reader 4	8–9	The Song of the Wattle
	*W.R.R. Blue	42	The Sun's Travels
			Togo the Spider

Language Development – Sentence Study/Word Study

	Sentence Study	*Word Study*
Week 1	Write a paragraph about the story or poem that you read and liked.	Writing words using different forms, e.g. move, moves, moved.
Week 2	Multiple choice answers to finish sentences on 'Danny'.	Contractions: we're, they're, you're.
Week 3		Contractions: do not, I shall, that is, you are, he is. Finish set sentences with spelling words.
Week 4	Complete sentences on page 4 dealing with 'Elmo the Monkey'.	Punctuation 'English for Queensland Schools – Grade 4' p. 16, Exercise 2a, Numbers 1–5.

* Wide Range Reader

Social Studies

Week 1	Early Communities
Week 2	Early Man
Week 3	A New Way of Life Begins
Week 4	Helping Each Other

Mathematics

Week 1	1. Write as numbers (in words already)
	2. Sequences
	3. Write in word form
	4. Value of digit in numbers
	5. Intersecting sets
	6. Problem solving — open number sentences
	7. Addition and Subtraction Sums
Week 2	1. Sequencing
	2. Even or odd numbers
	3. Write fractions as decimals
	4. Expanding
	5. More than, less than
	6. Union of sets
	7. Round off (tens and hundreds)
	8. Problem solving — open and truth sentences
	9. Parallel lines
	10. Shapes and solids
Week 3	1. Prime Numbers
	2. Produce Chart — factors of
	3. Write fractions as decimals
	4. Expanding
	5. More than, less than
	6. Union of sets
	7. Rounding off (tens and hundreds)
	8. Problem solving — open and truth sentences
	9. Parallel lines
	10. Shapes and solids
Week 4	1. Odd, even, prime, composite
	2. Rectangular, Square, Triangular
	3. Notation — Egyptian, Roman, H-A*, Babylonian
	4. Addition and Subtraction Sums
	5. Telling Time
	6. Use of Calendar
	7. Symmetrical Shapes

* Hindu-Arabic

APPENDIX 8

School of the Air, Charleville: Teacher Lesson Notes

Example: Year 1

1. Roll Call
2. Day/Week
3. Cleaning Teeth Song
4. *Riddles* – Things about you
    - (i) It has 4 legs, a mattress, a pillow, sheets and blankets? (Bed)
    - (ii) It has 2 wheels, I use my legs to pedal it, a seat and handlebars? (Bike)
    - (iii) I put them on to stop getting prickles? (Shoes)
    - (iv) I use this to keep hair tidy? (Comb)
    - (v) I have one of these each day to keep me clean? (Bath)
5. *What is wrong with these?*
    - (i) When I eat my meals the chair sits on top of me.
    - (ii) When I make my bed I put my pillow, sheets and blankets under the mattress.
    - (iii) I always put my shoes on then my socks fit over them next.
    - (iv) Dressing in the morning on goes the dress then the petticoat.
    - (v) Driving along when I stop I turn the key on.
6. *'Soon We'll Read'*
    - (a) p. 7 Bigger/Smaller exercises
      Same/different
      (N.B. Duck and platypus feet)
      What could you catch with a big rod that you may not catch with the little rod?
      What sounds does a pig make? Do it.
      Where do pigs live? Where do ducks and platypus live?
    - (b) Big/Small
      Place in front of you a rod box and a rubber. Which is bigger? Which is smaller? Find another object and place it in front of you. Which is the smallest, bigger, biggest? Who is the smallest, Mum or you? Dad or Mum? Who is the biggest, Baby or you?
    - (c) Other rods to fit along pink rod (4 white) (red and 2 white)
    - (d) Green rod – 1 rod to equal it (g)
    - (e) Yellow rod. Place a white rod side by side. What other rods will fit in the space? (4 white) (pink) (2 red) (green and 1 white)
      What one rod would equal the yellow rod? (y)
7. *Counting* (left and right)
    I have 2 'Eyes to See With'
    p. 13 Refer (1, 2, 3, 4)
    Other activities on 1 and 2
    Place your hand in front of you. Clench your fist. Hold up your thumb. How many fingers have you up?
    How many thumbs do you have on one hand?
    (Discuss 2 hands/2 feet)
    Look at your foot – Point to your big toe on one foot. How many big toes have you on that foot?
    How many Mums have you got?
    How many Dads have you got?
    How many beds do you sleep in at night?
    Let's now draw a figure 1. Trace over your figure one with your finger.

APPENDIX 9

School of the Air, Charleville: Lesson Analysis Schedule

APPENDIX 10

Isolated Childrens Special Education Unit

TEACHER ACTIVITIES			PUPIL ACTIVITIES		
Percentage of Total Lesson Time		Percentage of Total Teacher Time	Percentage of Total Student Time		Percentage of Total Lesson Time
	Announcements School Community			**Questions** Announcements Lesson requirements Content Other	
	Questioning — other Recall/Factual Comprehension Inferential			**Solicited Responses** Answering teacher questions Reading Other Roll No Response	
	Information Giving — other Giving instructions Correcting child's response Giving content information Answering content questions			**Voluntary Responses** Making announcements Giving personal news Sending message to school Content related	
	Evaluating General Testing			**General Response to Teacher** Questions	
	Long Teacher Dialogue Reading Explanation Other				
	Lesson Management Encouraging/supporting child Teacher repetition for other students Eliciting responses from students				

SUMMARY

Teacher lesson time =
Pupil lesson time =
Non-Communication time =
Total Lesson Time =

Resource teaching and special education services are provided to correspondence students through the Isolated Childrens Special Education Unit (I.C.S.E.U.) based at Toowong, Brisbane. The Unit is part of the Division of Special Education of the Queensland Department of Education, and has associated with it several services of the Priority Country Area Program (PCAP). Its services are available to children enrolled in both correspondence school and small rural schools. At the end of Term 1 of the 1979 school year, a total of 129 correspondence pupils had been referred to the Unit since it first accepted referrals in February 1977. Both Department of Education and PCAP staff are attached to the Unit. The wide range of special education functions carried out by the Unit are reflected in the types of staff represented. Table A shows the type and number of personnel currently making up the Unit.

Table A:
Isolated Childrens Special Education Unit Staffing – Types and Numbers (1979)

Position	Departmental		PCAP	
	Full Time	Part Time	Full Time	Part Time
Teacher-in-Charge	1			
Remedial/Resource teachers	3			
Special Schools teachers	1			1
Speech Therapist			1	
Graduate Librarian			1	
Teacher Librarian	1			
Stenographer	1			
Teacher-Aides	2		2	
General Assistant			1	
Artists			2	
TOTALS	9	–	7	1

Three major activities characterise this Unit: the development of materials and resources appropriate to the children serviced; the provision of assessment, teaching and training services; and the provision of appropriate resources to children and their parents.

A shortage of material and resources suitable for the children whom the Unit is designed to help, has led to a materials development program being established. This program has aimed at the design and production of resources, and arranging these within a library retrieval system which is accessible to Unit teachers as well as teachers and parents within each priority country area.

Materials design and production programs operate at several levels. Current programs include: individualised materials development; the development of materials for use by teachers in small schools with slower learning children; the development of tutor training kits for parents and teachers; the development of speech articulation programs; and developing supplementary materials for unit and selected commercially produced resources. Not all these programs are designed for the correspondence pupil only. Those specifically applicable to these children are discussed below.

Individualised materials are designed and produced to aid the remediation of learning difficulties peculiar to a particular child. These materials are made available to the child with associated material designed for parental or teacher usage if the child is enrolled in a regular school.

Tutor training kits are designed for parental or teacher use. They consist of a group of materials which give a basic background to the problem area (such as reading), and contain strategies and methods of overcoming a variety of problems in each specific area.

Speech articulation programs are developed by the speech therapist to guide children with developmental speech difficulties. These programs also contain material to guide home supervisors and teachers in fostering the correct development of the child's speech.

no page 124 in original

In order to reinforce and vary the experiences provided by the central materials projects, a broad range of supplementary materials are being developed. These may also include supplementary material for commercially produced programs such as reading series.

Program development personnel also work in conjunction with the Primary Correspondence School in adapting papers to suit children with specific learning problems. These changes to instructional papers are usually limited to grading exercises on papers into: essential exercises; exercises which may be attempted; and exercises which the child can do if successful at the other two levels.

All materials developed by the Unit are provided free of charge to children and home supervisors. The materials are supplied after an assessment of the child.

Several categories of referral and assessment procedures have been established by the Unit to ensure the most efficient use of staff, time and resources. In the actual assessment of children several avenues have been utilised. When children are referred to the Unit either by the home supervisor, teacher (School of the Air or Primary Correspondence School) or regional guidance officer, the Unit arranges for an assessment of the child. This may be done through regional guidance services, by Unit personnel visiting the child or by the Unit arranging for the child to be brought to Brisbane, with the parent, for assessment. On the completion of the assessment the Unit may choose one of several levels of intervention as appropriate to the child. These levels of service are:

Category A: Directory Service

This involves identification of local, regional or State services which may be better able to suit the needs of individual children.

Category B: Advisory Service

A consultative service is provided to parents and teachers and minimal support is provided when needed. Unit teachers visit the Primary Correspondence School each week to work with school papers for the child.

Category C(a): Teaching Support Service

This is available to teachers of children who, if they lived in a big centre, would be eligible for entry to a special school. These children need special programs throughout their school lives. The Unit cannot at present offer direct teaching. Instead, specialist teachers are designing special long-term programs for implementation within the small school or home setting. Some materials are being designed and a bibliography compiled of material to be recommended or loaned. No other support is available to these children.

Category C(b): Teaching Support Service

This is for children who would be eligible for support from a resource teacher if one were available. The Unit translates a resource-teacher service for a child's teacher or parent providing specific instructions regarding techniques and materials. The support offered is continuous.

Category D: Teaching Support Service

This is available to teachers of children who, if they lived in a larger centre, would be eligible for admission to a learning-difficulties class or for withdrawal by a remedial/resource teacher. These children are seriously failing and require specially designed programs. The teacher in the school or the home supervisor administers the program. Materials and programs are provided from the Unit on a regular basis.

Category E: Direct Teaching Service

This service is offered only when the child's learning problems are of such severity that the class teacher/parent cannot be reasonably expected to give the necessary intensive specialised teaching which is the child's only hope for increasing achievement. It is provided to pupils of the Primary Correspondence School where there is no on-the-spot teacher able to administer the detailed program. In conjunction with the Primary Correspondence School teacher, a Unit teacher provides precise programs in major curriculum areas for implementation by the home supervisor.

The process structure of Unit services is outlined in Figure I. The functions and services of this Unit have been only briefly outlined here. The effectiveness and adequacy of these services has not been assessed, but such an evaluation would be a valuable indicator to the needs and solutions for special education facilities for isolated children.

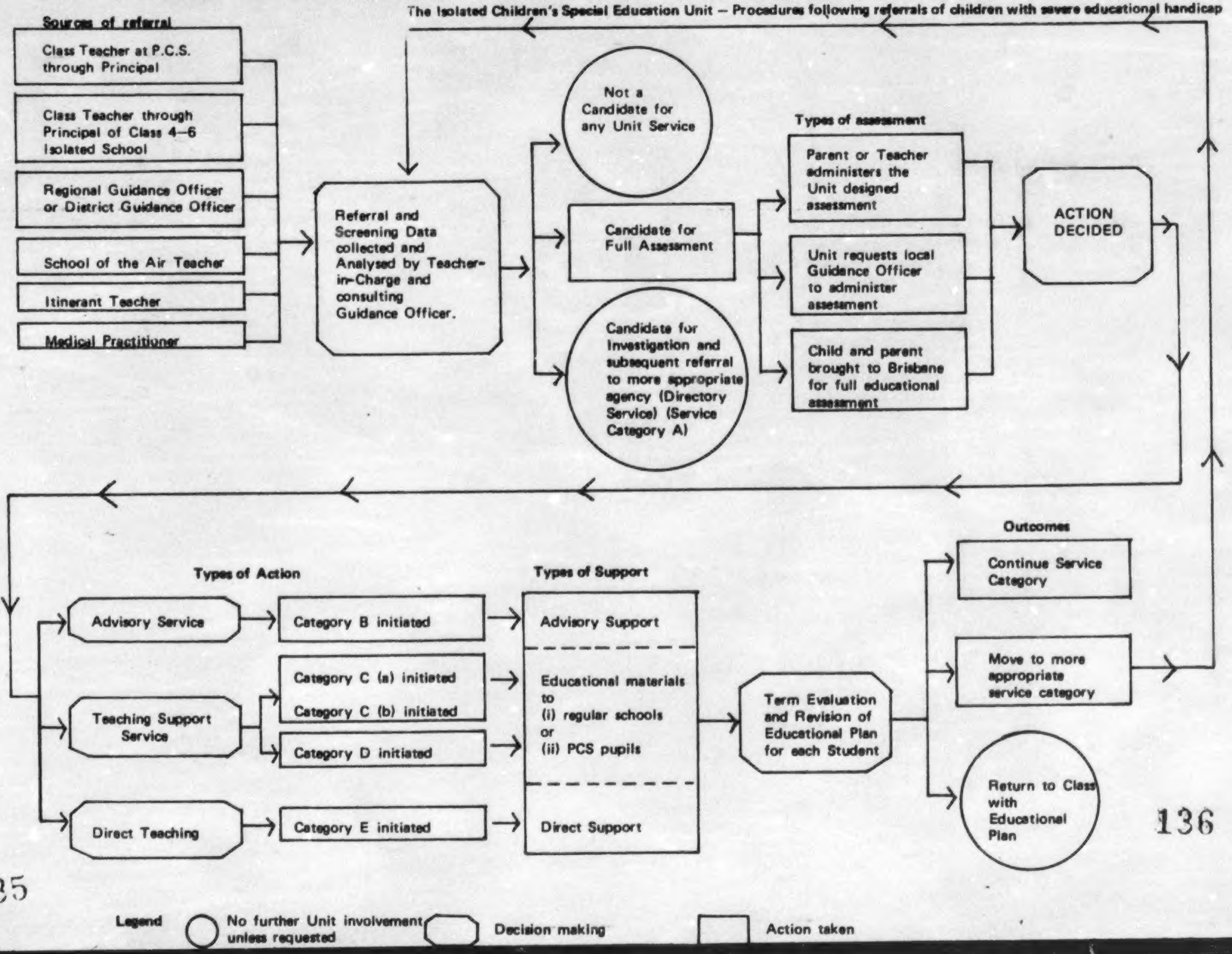
Details of the number of children to whom services have been directed are given in Table B.

Table B:
Isolated Childrens Special Education Unit – Number of Children Receiving Unit Services

Type of Service	1977	1978	1979
Category A	9	8	8
Category B	10	52	70
Category C	24	35	38
Category D	9	18	12
Category E	17	10	14
TOTALS	69	123	142

Category A:	Child directed to other agencies.
Category B:	A consultative service to parents, teachers at P.C.S., and country schools with no guidance facilities available.
Category C(a) :	Teaching support service to children who would normally be enrolled in a special school.
Category C(b):	Teaching support service for children who would normally require services of a resource teacher.
Category D:	Materials and programs for children with serious learning difficulties at country schools where no special teacher is available.
Category E:	Direct teaching of P.C.S. students and provision of programs.

Figure I: Flow Chart of Procedures followed by the Isolated Children's Special Education Unit


The Isolated Children's Special Education Unit – Procedures following referrals of children with severe educational handicap
Sources of referral
Class Teacher at P.C.S. through Principal
Class Teacher through Principal of Class 4–6 Isolated School
Regional Guidance Officer or District Guidance Officer
School of the Air Teacher
Itinerant Teacher
Medical Practitioner
Referral and Screening Data collected and Analysed by Teacher-in-Charge and consulting Guidance Officer.
Not a Candidate for any Unit Service
Candidate for Full Assessment
Candidate for Investigation and subsequent referral to more appropriate agency (Directory Service) (Service Category A)
Types of assessment
Parent or Teacher administers the Unit designed assessment
Unit requests local Guidance Officer to administer assessment
Child and parent brought to Brisbane for full educational assessment
ACTION DECIDED
Types of Action
Advisory Service
Teaching Support Service
Direct Teaching
Category B initiated
Category C (a) initiated
Category C (b) initiated
Category D initiated
Category E initiated
Types of Support
Advisory Support
Educational materials to (i) regular schools or (ii) PCS pupils
Direct Support
Term Evaluation and Revision of Educational Plan for each Student
Outcomes
Continue Service Category
Move to more appropriate service category
Return to Class with Educational Plan
Legend
No further Unit involvement unless requested
Decision making
Action taken

APPENDIX 11

Primary Correspondence School:
Seminars for Governesses – Number, Attendance and Format

Table C: P.C.S. Seminars

Year	Number of Seminars	Attendance Governesses	Teachers
1970	1	31	14
1971	1	47	8
1972	1	38	9
1973	1	56	17
1974	1	37	12
1975	1	54	7
1976	2	47	no data
1977	1	42	7
1978	2	85	7 (each seminar)
TOTALS	11	437	–

Format: Lecturers for the Seminar for Governesses, 1978

Mrs Perry	Q.C.W.A.	Station Life	11.00 – 11.40	27 Nov.
Mr Simmons	Advisory Teacher	Mathematics	11.50 – 12.30 9.00 – 10.30	27 Nov. 29 Nov.
Mrs Murphy	Advisory Teacher	Language Arts	9.00 – 12.30 9.00 – 12.30	28 Nov. 30 Nov.
Mr Holder	Producer – Production Services	Audio Equipment & Materials	11.00 – 12.30	29 Nov.
Mr Jameson	Teacher-in-Charge, School of the Air, Cairns	School of the Air	9.00 – 10.30	7 Dec.
Mr Smith	Music Lecturer	Music	11.00 – 12.30 11.00 – 12.30	4 Dec. 8 Dec.
Miss Petersen	Advisory Teacher	Social Studies	9.00 – 10.30 11.00 – 12.30	5 Dec. 5 Dec.
Mr Atwell	Principal	Visit to Petrie Terrace State School	9.00 – 12.30 1.30 – 2.30	6 Dec. 6 Dec.
Mrs Cunningham	Advisory Teacher	Science	11.00 – 12.30 9.00 – 10.30	7 Dec. 12 Dec.
Mr Victery	Acting Deputy Principal, Bracken Ridge State School	Language Arts		

APPENDIX 12

Primary Correspondence School: Format – Home Supervisors Seminars

Home Supervisors Seminar

First Day

9.00 – 9.30	Opening
9.30 – 10.30	Infants Language Arts – Miss S. Curtis
10.30 – 11.00	Morning Tea
11.00 – 12.00	Mathematics – Mr N. Justo
12.00 – 1.00	School of the Air
1.00 – 2.00	Lunch
2.00 – 3.30	Social Studies – Mrs B. Bally

Second Day

9.00 – 10.00	Infants Mathematics – Miss S. Curtis
10.00 – 11.00	Language Arts – Mrs B. McConnell
11.00 – 11.30	Morning Tea
11.30 – 12.30	Language Arts – Mrs B. McConnell
12.30 – 1.30	Lunch
1.30	Correspondence School discussion – Mr N. Justo

APPENDIX 13

Primary Correspondence School: Home Supervisors Seminars – Locations and Attendance

			Attendance	
1973	Cunnamulla	3 April	30	1 P.C.S. teacher attended
	Charters Towers	6 & 7 August	44	1 P.C.S. teacher attended
		TOTAL	74	
1974	Quilpie, Blackall, Roma	June	**	2 P.C.S. teachers attended
	Clermont	19 June	15	1 P.C.S. teacher attended
		TOTAL	Not calculated	
1975	Charters Towers	30 April & 1 May	31	1 P.C.S. teacher attended
	Cunnamulla	4 June		1 P.C.S. teacher attended
	Quilpie	5 June	26	1 P.C.S. teacher attended
	Cloncurry, McKinlay	1 & 2 July		1 P.C.S. teacher attended
	Cairns	23 & 24 July	11	1 P.C.S. teacher attended
	Clermont	25 & 26 September		1 P.C.S. teacher attended
		TOTAL	Not calculated	
1976	Hughenden	21 & 22 April	23	1 P.C.S. teacher attended
	Barcaldine	7 June	16	
	Longreach	9 June	16	4 P.C.S. teachers attended
	Winton	11 June	15	
	Boulia	14 June	3	
	Dirranbandi	5–10 July	6	
	St George		11	
	Goondiwindi		2	
	Charleville	6 & 7 September	24	3 P.C.S. teachers attended
	Roma	9 & 10 September	10	3 P.C.S. teachers attended
	Mt Isa			3 P.C.S. teachers attended
	Gregory Downs		14	
	Cloncurry	3–12 October	10	
	McKinlay		19	
	Julia Creek		15	
	Richmond		15	
		TOTAL	199	
1977	Nebo	23 & 24 March	12*	4 P.C.S. teachers attended
	Clermont	25 & 26 March	30*	
	Emerald	28 & 29 March	30*	
	Springsure	30 & 31 March	20*	
	Mitchell		25*	
	Charleville		30*	
	Cunnamulla		30*	
	St George		25*	
		TOTAL	202	

Seminars run by North Western Education Region

1978	Gregory Downs	30 Oct. – 3 Nov.	14*	1 P.C.S. teacher attended
	Hughenden		23*	
	Cloncurry		10*	
		TOTAL	47*	

* Approximate minimum attendance
** No data available